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ABSTRACT

The curriculum guide is designed to integrate elementary school curriculum with career education concepts in the primary grades. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world. (By sixth grade, students are expected to make a tentative career choice through exposure at every grade level to nine different occupations.) For the first grade, the students examine the optometrist, zoo-keeper, carpenter, nurse, doctor, farmer, dentist, policeman, and general career areas. The students study, on the second grade level, skilled and unskilled workers, dairy occupations, fire fighters, librarians, veterinarians, bank clerks and tellers, post office occupations, telephone operators, nurses, and dietitians. For third graders, the nine occupations are those of: wool growers, transportation occupations, newspaper reporters, retail trades, teachers, barbers and cosmetologists, foresters, building trades, and food production. Each occupational area contains a list of suggested activities, resources, suggested resource people and field trips, and audiovisual materials. No kindergarten materials are included in the document. (JB)

ED106544

ELEMENTARY CAREER EDUCATION ACTIVITIES K-3

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CE003214

School District No. ONE
Powell, Wyoming

ED106544

ELEMENTARY CAREER EDUCATION

ACTIVITIES

GRADES K - 3

POWELL PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1
POWELL, WYOMING 82435

J. NEAL LARGE, SUPERINTENDENT OF SCHOOLS

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HAROLD HAND	MILES BENNETT
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MERLIN S. OLSON, DIRECTOR, CAREER EDUCATION
SUMMER OF 1974

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WYOMING STATE DEPARTMENT OF EDUCATION
DIRECTOR, FRANK SUPON

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INTRODUCTION

CAREER EDUCATION IS FOR EVERYONE. SCHOOL DISTRICT NO. 1 BELIEVES THAT CAREER EDUCATION SHOULD BEGIN IN KINDERGARTEN AND CONTINUE THROUGHOUT LIFE. IT SHOULD BE INTERWOVEN WITH THE BASIC CURRICULUM IN SUCH A WAY THAT IT WILL SUPPLEMENT AND REINFORCE BASIC SKILLS. ALSO IT SHOULD BE CORRELATED WITH SUBJECT MATTER TO ENHANCE LEARNING IN THE ESTABLISHED CURRICULUM SO THAT WHICH IS BEING TAUGHT BECOMES MORE MEANINGFUL AND RELEVANT TO THE STUDENTS.

ALL STUDENTS (K-6) SHOULD HAVE THE OPPORTUNITY TO DEVELOP AN AWARENESS AND AN UNDERSTANDING OF A VARIETY OF OCCUPATIONS SO THAT A MORE MEANINGFUL CHOICE MAY BE MADE WHEN THE CHILD IS MATURE.

CAREER EDUCATION IN THE ELEMENTARY SCHOOL WILL ACQUAINT THE STUDENT WITH THE "WORLD OF WORK" SO AS TO ENHANCE A POSITIVE ATTITUDE TOWARD THE "DIGNITY OF WORK" IN OUR SOCIETY. EVERY OCCUPATION, NO MATTER WHAT THE TITLE, EDUCATION REQUIREMENTS, SALARY, OR WORKING CONDITIONS IS A NECESSARY AND VITAL COMPONENT OF AMERICA'S WORK FORCE. KNOWLEDGE OF WORKERS AND THE DIGNITY OF WORK WILL DEVELOP A RESPECT FOR OTHERS, AN APPRECIATION FOR THEIR CONTRIBUTIONS, AND A PRIDE IN THE WORLD OF WORK AS A WHOLE.

AT THE END OF THE ELEMENTARY LEVEL THE STUDENTS IN THE POWELL SYSTEM WILL HAVE BEEN EXPOSED TO SIXTY-THREE DIFFERENT OCCUPATIONS. THIS MEANS THAT AT EACH LEVEL (K-6) THE STUDENTS WILL BE MADE AWARE OF NINE DIFFERENT OCCUPATIONS EACH YEAR. IN ORDER TO ACCOMPLISH THIS TASK AND SPEED UP OUR CAREER AWARENESS PROGRAM AS TO IMPLEMENTATION THIS SUGGESTED ACTIVITIES GUIDE WAS DEVELOPED TO SHOW HOW THESE OCCUPATIONS COULD BE INTERWOVEN INTO THE EXISTING CURRICULUM. ALSO NOTED IN THE GUIDES ARE ALL THE AVAILABLE MATERIALS (FILMS, FILMSTRIPS, BOOKS, ETC.), POSSIBLE SPEAKERS AND FIELD TRIPS AS WELL AS SOME ADDRESSES WHERE THE STUDENTS MIGHT WRITE FOR ADDITIONAL INFORMATION.

THE ABOVE MENTIONED MATERIALS HAVE BEEN PUT IN DIFFERENT BOXES AND WHEN A TEACHER WANTS TO TEACH SAY THE VETERINARIAN ALL HE OR SHE HAS TO DO IS CALL FOR THAT BOX AND ALL THE AVAILABLE MATERIALS IS AT THEIR DISPOSAL.

MERLIN S. OLSON, DIRECTOR
CAREER EDUCATION

OBJECTIVES

1. GOING THROUGH SCHOOL WITH NO CONSIDERATION OF THE TYPES OF CAREERS IN WHICH ONE MIGHT BE INTERESTED CAUSES ONE TO MISS MUCH OF THE VALUE OF SCHOOL.

2. ALMOST EVERYTHING THE SCHOOL TEACHES CAN BE HELPFUL IN AT LEAST ONE TYPE OF CAREER.

3. AT LEAST SOME PEOPLE MUST WORK IF SOCIETY IS TO SURVIVE.

4. ALL WORK NEEDED BY SOCIETY IS HONORABLE.

5. ANY WORKER WHO PERFORMS SUCH WORK WELL IS HONORABLE.

6. WORK THAT IS ENJOYED BY SOME PEOPLE IS DISLIKED BY OTHER PEOPLE.

7. NO ONE HAS THE RIGHT TO IMPOSE HIS WORK LIKES AND DISLIKES ON OTHERS.

8. EVERYONE HAS A RESPONSIBILITY TO DETERMINE THE WORK IN WHICH HE IS MOST LIKELY TO SUCCEED.

9. GENERALLY, THOSE WORKERS WHO ARE TRAINED, EXPERIENCED, AND PRODUCTIVE FIND THEIR WORK SATISFYING AND THEY WILL ALWAYS BE MORE IN DEMAND THAN THEIR OPPOSITES.

10. A CAREER IS BUILT FROM A SUCCESSION OF JOBS WHICH TEND TO LEAD EACH INDIVIDUAL FROM THOSE JOBS WHICH ARE PERSONALLY LESS SATISFYING TOWARD THOSE WHICH BRING MORE SATISFACTION.

11. ALL STUDENTS SHOULD MAKE A TENTATIVE CAREER CHOICE BEFORE THE END OF 6TH GRADE.

12. SOME SORT OF WORK ETHIC SHOULD BE TAUGHT TO AND ACCEPTED BY ALL STUDENTS.

OPTOMETRIST

SUGGESTED ACTIVITIES
First Grade

OPTOMETRIST

1. Field trip to one local optometrist--Dr. Watters or Dr. Fordham.
2. Have school nurse come in and talk about eye care.
3. Play record on "colors."
4. Demonstrate eye model
5. Learn three or four parts of eye (label).
6. Using microscope, look at objects to classify clearness, sharpness, etc.
7. Lesson on mixing colors.
8. Ditto optical illusions.
9. Have the kids make moebius strip (refer to Optical Illusions) Career Box
10. Make a rainbow (refer to Light and Color) Career Box.
11. Cut pictures out of magazines of people wearing glasses.
12. Draw your favorite animal with glasses.
13. Make poster about safety of eye.
14. Make camer. (refer to Light and Color, page 36)

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

OPTOMETRIST

I. Books

1. THE EYE BOOK, Theo LeSieg
2. EXPERIMENTS IN OPTICAL ILLUSION, Beeler & Bromley
3. LIGHT AND COLOR, Healey
4. OPTICAL ILLUSIONS, Martin
5. HOW AND WHY LIGHT AND COLOR, Merrill

II. Workers Who Help Us Take Care of our Eyes

III. Pictures

Some pamphlets, magazines and literature enclosed in folder.

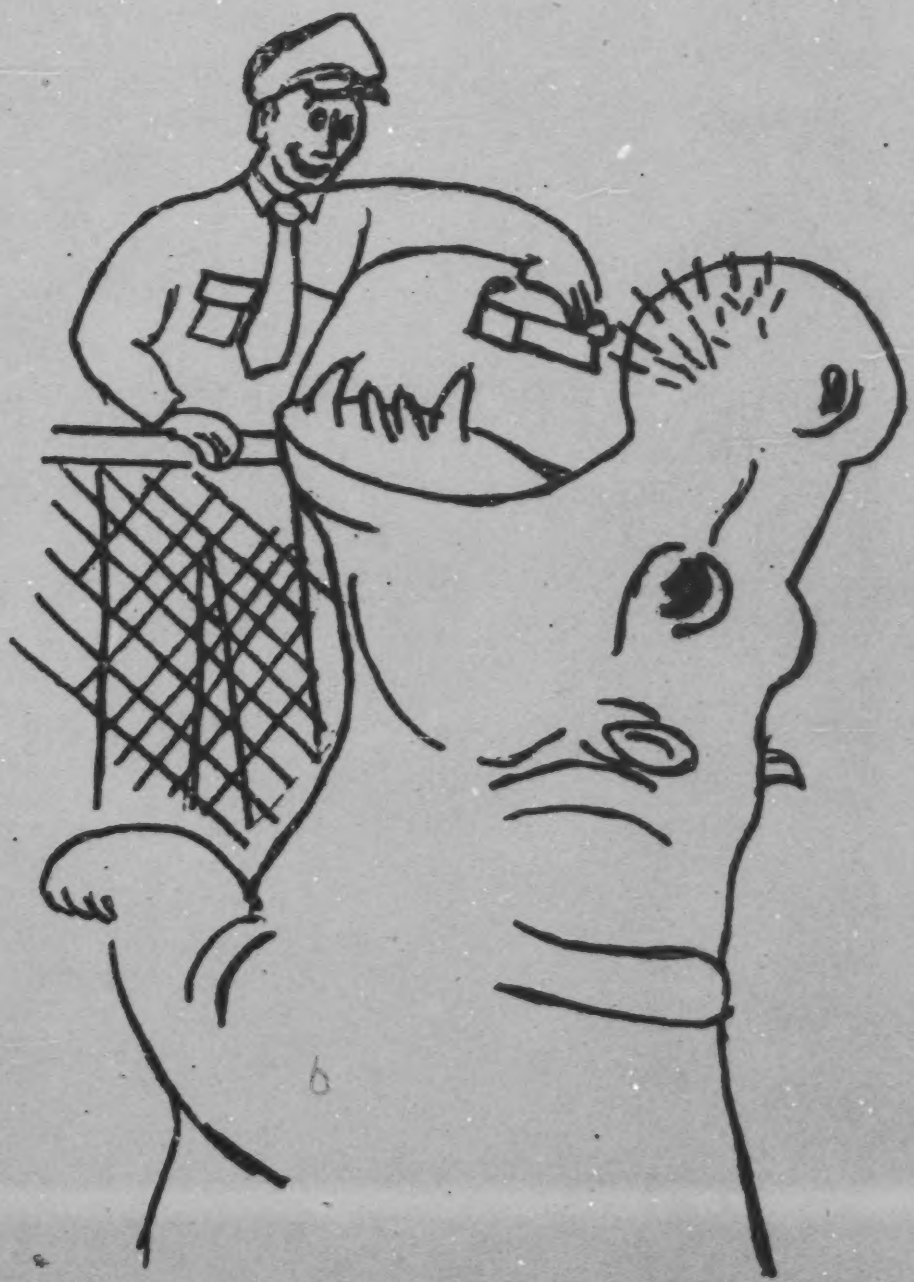
IV. Cassette Tapes

CTT 35 - Story of Your Eyes

V. Books Available from IMC

1. JUNIOR SCIENCE BOOK OF LIGHT, Teravalo
2. THE FIRST BOOK OF LIGHT, Harrison
3. BEGINNING SCIENCE WITH MR. WIZARD-LIGHT, Herbert and Richles
4. EXPLORING LIGHT AND COLOR, Neal

ZOO KEEPER



SUGGESTED ACTIVITIES
First Grade

ZOO-KEEPER

1. Write creative poems. Have children dictate sentences to teacher or write their own. These may be made into booklet. Learn some poems about animals.

2. Define the meaning of "zoo" - a place where there are many different animals and birds for us to see. They have been brought from all over the world. If we did not have zoos, most of us would never see these animals or birds.

3. Discuss the work of a zookeeper - feeds, waters, and cleans cages. Takes care of the animals when they are sick.

4. If possible, have some stuffed animals sitting around the room for hands-on for the children.

5. Have children pick a favorite animal and write an experience story. Make into a booklet to use on library table.

6. Dramatize - make animals' masks of zoo animals and birds. Make cages from boxes or use chairs. Have a zookeeper and let the children play act their rolls.

7. Take a trip to the zoo
   (1) prepare interview questions ahead of time
   (2) use tape recorders and cameras

8. Discuss why some animals have to be kept in cages. Compare wild animals to domestic animals. Discuss children's own pets.

9. Ask children to bring pictures to school. Make a pictorial zoo on bulletin board.

10. Discuss and emphasize the importance of a veterinarian in the zoo.

11. Play a game of letting children pantomine an animal and let them try and guess which animal they are doing.

12. Have a pet show - do adequate planning.

13. Have a zoo party - ask parents to bring refreshments as what animals eat (peanut-haystack cookies, etc.). Children may have costumes to wear of an animal they choose. A skit might be worked up for entertainment.

14. Make animal masks of paper mache.

15. Let children decide what animal they like best and make a life size paper mache of their choice.

16. Draw pictures of zoo animals with circles - use booklet CIRCLE ZOO.

17. Sculpture a lion or a lamb from sawdust. Idea in ELEMENTARY TEACHER'S ARTS AND CRAFTS, IDEAS FOR EVERY MONTH OF THE YEAR, IMC, page 200.

18. Make animals or animal footprint (a casting) from clay or plaster of paris - use cookie cutter. Paint when dry.

19. Trace around each child's foot. He then makes an animal from this pattern using print for body of animal.

20. Color the tiger - Laps 6-11

21. Discuss each animal's habitat. Compare these.

22. Compare the skins and hides as some animals have long hair and some have short hair--others have wool or fleece. If possible, bring samples of pelts into classroom--another idea for hands-on for children.

23. Discuss what kinds of food different animals eat. Bring out idea some animals eat raw meat and where the zookeeper might get this.

24. Discuss names of baby animals (bear--cub, lion--kitten, elephant--calf).

25. Do a finger play. Bring money into unit as to how much an admittance charge would be.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

ZOO KEEPER

I. BOOKS

1. GOLDEN BOOK OF ZOO ANIMALS
2. I WANT TO BE A ZOO KEEPER, GREENE
3. THE ZOO BOOK
4. WHAT HAPPENS AT THE ZOO, SHAW
5. I KNOW A ZOO KEEPER, HENRIOD
6. AT THE ZOO, COLONIUS
7. SOMETHING NEW AT THE ZOO, MEEKS
8. AFRICAN ANIMALS, PURCELL
9. TALKING BOOK--ZANY ZOO
10. TALKING BOOK--ZOO ANIMALS
11. LET'S GO TO THE ZOO, POPE-EMMONS (TCH. GUIDE IN IMC--YOUR WORLD)
12. A VISIT TO THE CHILDREN'S ZOO, GOLDEN BOOK

II. POSTERS

1. THE ZOO KEEPER
2. FLANNEL BOARD--ZOO ANIMALS

III. FOLDER

DUPLICATOR CARBONS (THE ZOO KEEPER)
GAMES, ETC.
PACKET OF STAND-UP ANIMALS FROM GOBBLE-GROWL-GRUNT

IV. ANIMAL COLORING BOOK

V. GAMES

ZOO LOTTO
PUZZLE--THE ZOO

VI. THE CHILDREN'S ZOO--24 COPIES
A VISIT TO THE CHILDRENS ZOO--24 COPIES

MATERIAL AVAILABLE FROM AV DEPARTMENT

CARPENTER

SUGGESTED ACTIVITIES
GRADE 1

CARPENTER

1. ASSIST PUPILS IN MAKING A LIST OF WORKERS WHO HELP TO BUILD A HOUSE.

2. DISCUSS THE DIFFERENT TYPES OF HOUSES THE CHILDREN LIVE IN.

3. DISCUSS WHY DIFFERENT TYPES OF HOUSES ARE NEEDED FOR DIFFERENT FAMILIES.

4. ADD NEW WORDS TO THE VOCABULARY AS TO DIFFERENT TYPES OF HOMES, DIFFERENT WAY OF PAYING FOR HOUSES, ETC.
   A. RENT
   B. BUYING, INTEREST
   C. APARTMENT HOUSES
   D. TWO STORY HOUSES
   E. BUSINESS BUILDING, ETC.

5. TAKE ONE WORKER OF HOME BUILDERS AND LIST ALL OR SOME OF THE TOOLS THAT HE USES.

6. ASSIST PUPILS IN MAKING A LIST OF THE DIFFERENT TOOLS AND MATERIALS USED TO BUILD A HOUSE.

7. DISCUSS HOW PEOPLE ARE TRAINED TO DO THE DIFFERENT JOBS NECESSARY TO BUILD A HOUSE.

8. ASK STUDENTS FOR ANY EXPERIENCE IN BUILDING A HOUSE. ASK HOW THEY HELPED OR ANY PROBLEMS THAT DEVELOPED WHILE BUILDING.

9. TAKE ONE OR MORE OCCUPATIONS SUCH AS PLUMBER AND DISCUSS WHAT SERVICES THAT THEY PROVIDE FOR IN THE HOME (BATH, WATER, WASH WATER, DISH WATER, SANITATION, ETC.)

10. ROLE PLAY WHAT IT WOULD BE LIKE IF THERE WERE NO HOMES.

11. BRING IN RESOURCE PEOPLE OR PARENTS TO EXPLAIN WHAT THEY DO AND HAVE THESE PEOPLE BRING PICTURES, OR DEMONSTRATION PRODUCTS, OR TALK ABOUT THE SERVICES THEY PERFORM. (PLUMBERS, PAINTERS, CARPENTERS, ELECTRICIANS, BRICK LAYERS, ETC.)

12. ARRANGE AN EXHIBIT OF VARIOUS TOOLS. SHOW HOW THESE TOOLS ARE USED.

13. GO ON A FIELD TRIP AND OBSERVE DIFFERENT TYPES OF HOMES AND VARIOUS STAGES OF CONSTRUCTION THAT THEY ARE IN.

14. MAKE A FLOOR PLAN OF YOUR HOUSE ON A LARGE PIECE OF PAPER. SHOW HOW THE FURNITURE HAS BEEN PLACED IN YOUR HOUSE BY YOUR PARENTS. PUT AN "X" IN YOUR FAVORITE ROOM. (SEE DITTO IN BACK.)

15. Ask the children to count the number of rooms in their house and compare with other members of the class.

16. Ask students how they think that people pay for homes, such as renting, buying, leasing, etc.

17. Lay out all the plans for the model house.

18. Determine the cost of a house to be made.

19. Make a graph of materials used in building a home. Show how often each material was used.

20. Ask pupils to draw a picture of their classroom. Compare this drawing to a blueprint. Show pupils how a blueprint compares with a map.

21. Using milk cartons, ask pupils to paint the carton to look like their house. Use large sheets of paper to make a map of the community around the school. Ask pupils to place their milk carton houses on the streets where they live.

22. Tools can be used by children to make items from wood. Discuss safety while using carpenter tools.

23. Build a house with blocks, cardboard boxes, sugar cubes.

24. Make a notebook of different pictures of different types of homes and use it for booklet, "My Home."

25. Individual pupils can listen to the talking book "Let's Go Look at House Construction." (see materials)

26. Role playing - each student can play the role of one of the workers, telling what his job is, what his duties are, why he likes his job, etc. They can wear appropriate "hats" and carry their tools.

27. Have a resource person or parent come to talk to the class. Have them bring pictures and tools of their trade. (see materials)

28. Discuss the role of climate on different types of homes.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

CARPENTER

I. Books

1. TOOLS FOR BUILDING
2. I KNOW A HOUSE BUILDER
3. THE MAKE-IT ROOM OF MR. AND MRS. BUMBA
4. TIM AND THE TOOL CHEST
5. HOUSE CONSTRUCTION (Good)
6. I WANT TO BE A CARPENTER
7. WHAT HAPPENS WHEN YOU BUILD A HOUSE
8. YOUR WORLD--LET'S BUILD A HOUSE (Tch. Guide in IMC--Your World)
9. LET'S FIND OUT ABOUT TOOLS (Read A-loud)

II. Pictures and Posters

The Carpenters

III. Seatwork Masters

1. Blueprint of my room
2. Blueprint of 1st grade room
3. Blueprint of my house
4. The carpenter
5. How many rooms
6. Carpenter tools
7. What people take part in building a house

IV. Overlays for House Plan

V. Other Material

1. Two Aprons
2. One Carpenter Pencil
3. Two Sheets of Floor Plans
4. The Little Carpenter--Stanley Tool Company

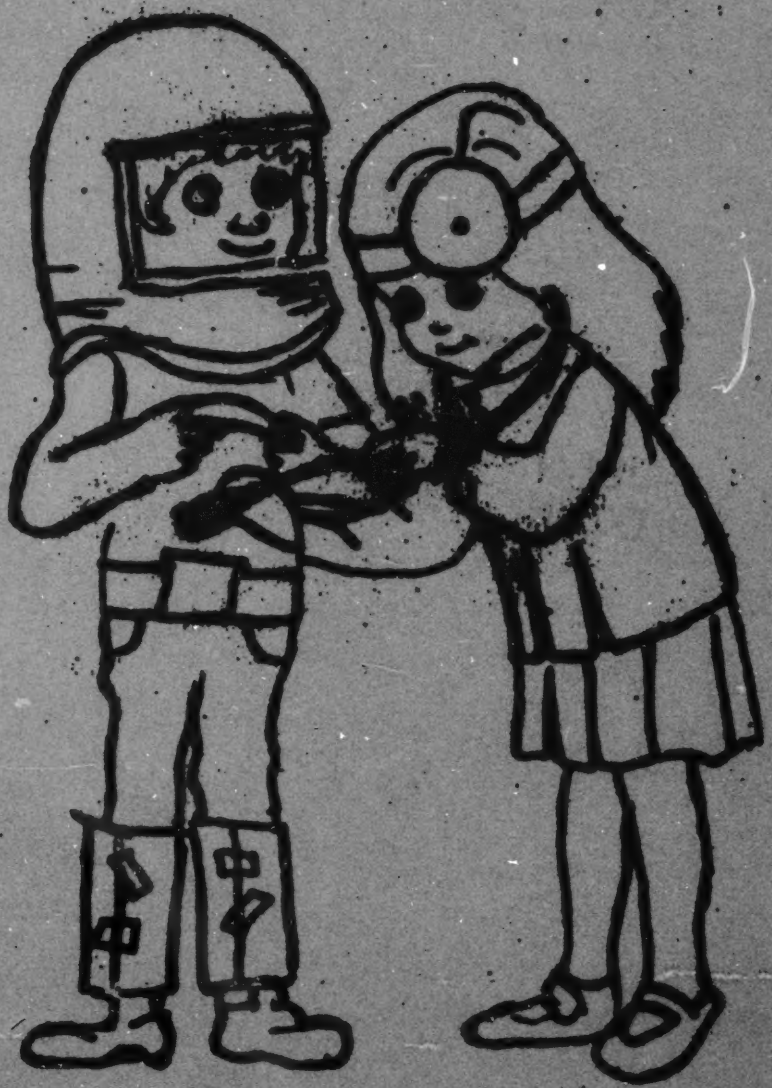
VI. L.A.P. - The World of Construction

VII. Material Available from AV Department

Tapes: CTT 49 Apartments and Houses
CTT 462 Carpenter
CTT 466 Carpenter
CTT 310 Construction

Film Loops: FL 116 Carpenters
Film Strips: H-83 Building the Shell of the Home
S-114 Kinds of Houses
S-113 Houses of Long Ago
S-115 Men Who Build our Houses

NURSE



SUGGESTED ACTIVITIES
First Grade

THE NURSE

1. Make contact with M.D.'s to establish first graders to visit a hospital. This not only would cover occupation, but would also positively prep children for possible hospital admittance.

2. Draw pictures of what was seen at hospital.

3. Have Mrs. Kovach speak to class.

4. Find out the nurses duties, her hours, and schooling.

5. List different kinds of nurses.

6. Have school nurse demonstrate parts of first aid.

7. Using nurse's hat and a watch role play different duties of nurse.

8. Children list qualifications of a good nurse.

9. Find out places where nurses work.

10. Have children find pulse, feel it, and count the beats.

11. Make a mural of nurse activities.

12. Have children write about a visit to the doctor's office or hospital, telling about the care the nurse gave.

13. Have a candy-striper, wearing her uniform, talk to the class about her duties.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

THE NURSE

I. Books

1. DOCTORS AND NURSES, "WHAT DO THEY DO?"
2. I KNOW A NURSE
3. I WANT TO BE A NURSE (2 copies)

II. Pictures and Posters

1. The Nurse (Black and white)
2. A Nurse (color)
3. What We Do Day by Day

III. Seatwork Masters

Color Page of Nurse
Poem--Nurse

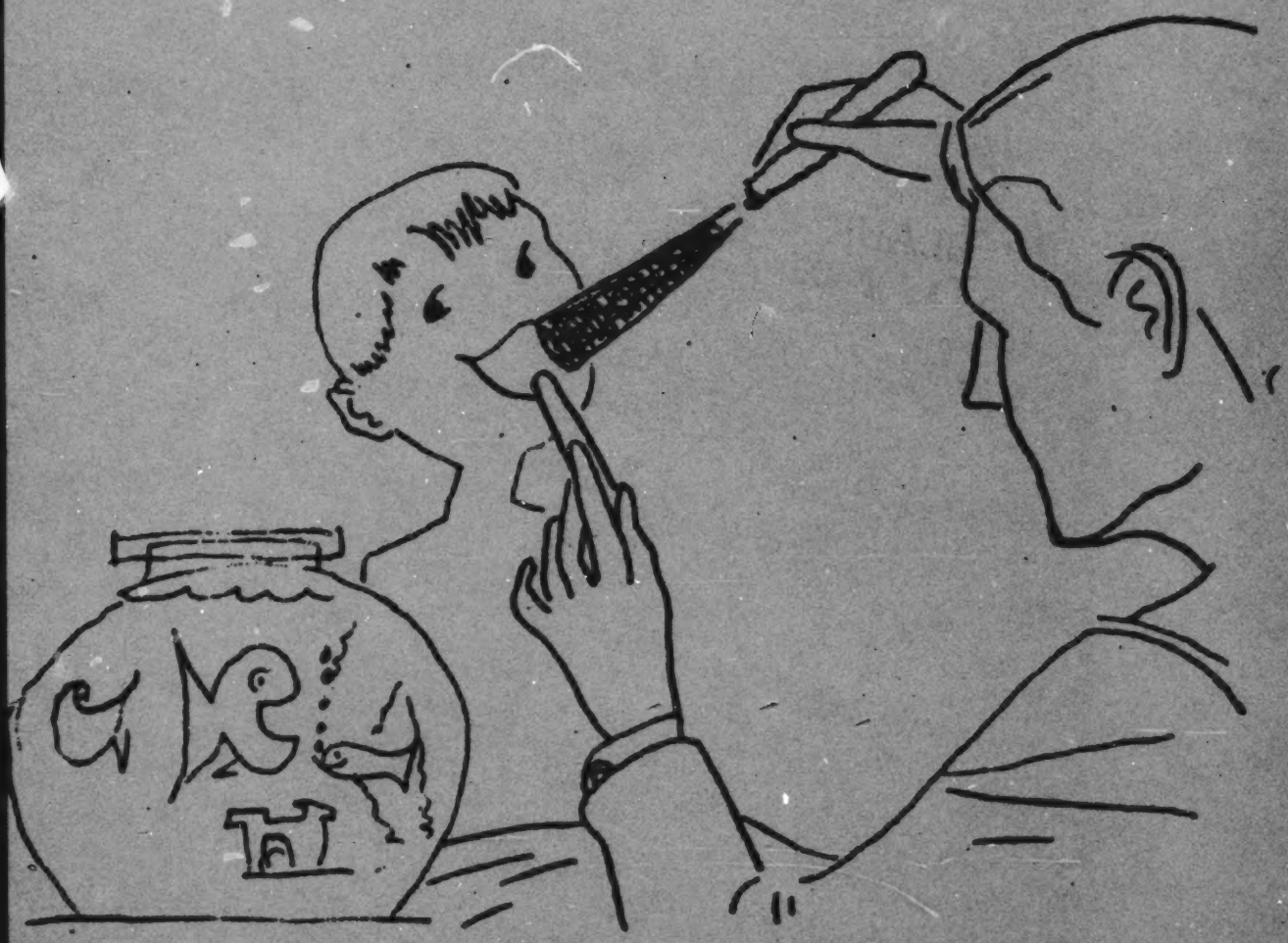
IV. Tape-CTT 422 Dentists, Dental Hygienists (in IMC)

V. Material Available from AV Department

Filmstrips-Filmstrip-Sound

K-5 Keeping Well
S-45 Straight and Tall
FSS-144 I Want to Be.....Nurse

PHYSICIAN



SUGGESTED ACTIVITIES
First Grade

DOCTOR

1. Have the children write an experience story. Children can dictate sentences for the teacher to write on an experience story chart. Copies of the story could be run off in booklet form. Children may illustrate the booklet.

2 Learn to interview.
   A. children make up questions before the interview.
   B. use tape recorder and camera.

3 Pantomine the work of a doctor.

4. Pupils could play a role in skits illustrating activities such as how pupils should act in the doctor's office.

5. Discuss with pupils how a person becomes a doctor.

6. Discues different reasons for visiting doctor's office, preventive vs. curative medicine.

7. Study numerals used on prescriptions.

8. Listen to heartbeat and count.

9. Show one-to-one correspondence through use of parts of the body.

10. Do worksheets on different equipment of the doctor's.

11 Discussion of drugs and other items most commonly found in the medicine cabinet. What most are used for and why they should not be misused.

12. Further discussion on the poison labeling. (skull and crossbone).

13. Demonstrate various poison labels so that children will learn to identify.

14. Each child draw a picture of his doctor.

15. Draw a picture of an ambulance.

16. Do the color book on drugs.

17. Make a poster stressing good health rules.

18. Go to the hospital and let children draw the building.

19. Make a class scrapbook of drugs.

20. Field trip to doctor's office. The doctor could discuss good health rules in addition to his work.

21. Field trip to the drug store to learn about the pharmacist and his work. This would be a good time to discuss drugs.

22. Show slide presentation on the "Hospital Visit of Dinosaur Ben."

23. Tour an ambulance and talk to an ambulance driver.

24. Learn the doctor poem. (see career box)

25. Invite a hospital manager to talk on procedures of a hospital. Show video tape on the hospital.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

DOCTOR

I. Books

1. JILL'S CHECK-UP
2. DOCTOR JOHN
3. TRUE BOOK OF HEALTH
4. DOCTORS TOOLS
5. I WANT TO BE A DOCTOR
6. LET'S VISIT THE HOSPITAL
7. LET'S GO TO THE DOCTOR'S OFFICE

II. Pictures or Posters

1. The Doctor
2. The Druggist
3. The Doctor (cut out)

III. Seatwork and Masters

1. Folder on the Doctor
2. Health Begins at Home

IV. Other Material

1. A Tale of Tails, Starring L nasour Ben (slides and cassette)
2. Stethoscope

V. Tapes

CTT-227, Part 6B The Doctor Is An Important Community Helper w/study guide

VI. Material Available from AV Department

Filmstrips-Filmstrip Sound

C-87	Community Helpers Series, The Doctor
O-29	Our Health Department
FSS-144	I Want to Be.....Doctor

FARMER

SUGGESTED ACTIVITIES
First Grade

FARMER

1. Display pictures children have collected.
2. Play games - Farm Lotto, What Animals Say, Freddy on the Farm.
3. Put-together jig-saw puzzles.
4. Set up display book TINY FARM.
5. Ditto packet of color sheets, crossword puzzles, dot to dot, poems, riddles, finger plays, and games.
6. Field trip to see farm animals.
7. Field trip to farm at planting time.
8. Field trip to farm to study farm equipment.
9. Make a scrapbook.
10. Make a video tape.
11. Make a slide tape.
12. Resource person to talk to class.
13. Make a tape recording of sounds of the farm.
14. Draw a map of the farm.
15. List all smells connected with the farm.
16. List food products that come from different farm animals.
17. Make finger puppets.
18. Make model-clay animals.
19. Make a model farm.
20. Make a seed-picture as a class project.

21. Discuss differences in animal weight.

22. Plant seeds and observe their growth.

23. Collect samples of food that farm animals eat.

24. Write stories.

25. Dramatize a story.

26. Sing and play "Farmer in the Dell."

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

FARMER

I. Books
1. THE CARROT SEED, Ruth Krauss
2. ERIC PLANTS A GARDEN, Jean Hudlow
3. THE LITTLE FARM, Lois Lenski
4. MR. BUMBA PLANTS A GARDEN, P. W. Harwood
5. LET'S GO TO A FARM, Laura Sootin
6. I KNOW A FARMER, Emily Nathan
7. LET'S FIND OUT ABOUT FARMS, Ann Campbell
8. I WANT TO BE A FARMER, Carla Greene
9. LET'S VISIT A FARM, Pope-Emmons (Tch. Guide in IMC-Your World)
10. GOOD MORNING, FARM, Golden Book
11. THE TRUE BOOK OF FARM ANIMALS, Lewellen
12. THE JOLLY BARNYARD, Golden Book
13. ANIMALS ON THE FARM, Golden Book

II. L.A.P. #591-Farm Animals (The Farm and What It Produces for Us)

III. Pictures or Posters
1. The Farmer (Black and White)
2. Springtime Farm (Color)
3. Cow Pictures (series)
4. Assorted black and white animal pictures

IV. Activities: Dot to dot, Color Page

V. Games: A Farm Game, Farm Animals Say, Farm Lotto, Puzzle, The "

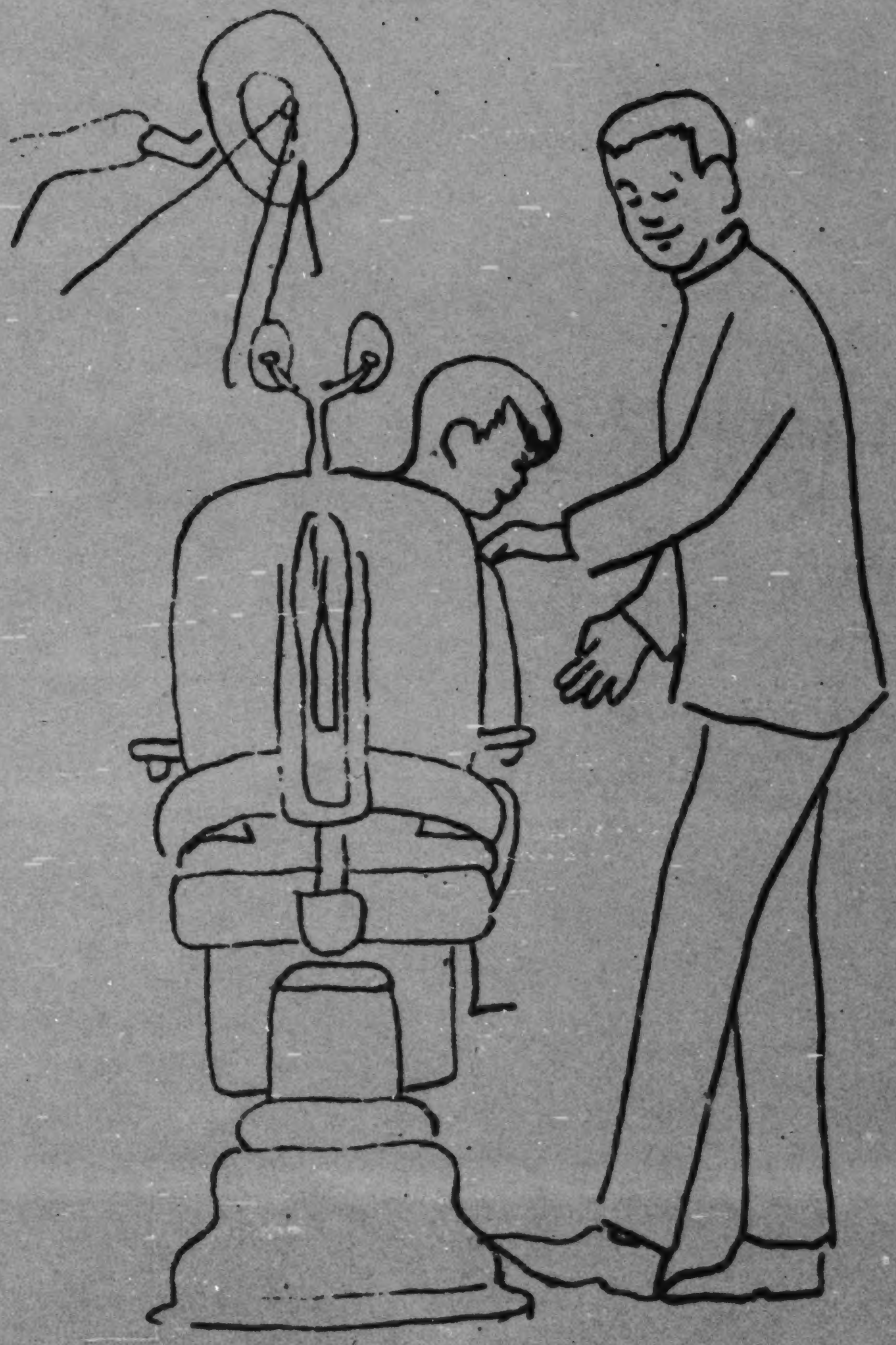
VI. Other Materials:
Farm Animal Pamphlets, Scott Foresman & Co.
Tiny Farm Press-Out Book
Stand Up Animal Ditto
Let's Make Butter Pamphlet
Resource Unit--The Farmer

VII. Material Available from AV Department

Filmstrips and Filmstrip-Sound

H-79	The Story of Fruits and Vegetables
H-80	The Story of Meat
L-56	Life on a Farm, Milking
L-57	Life on a Farm, Gathering Eggs
L-58	Life on a Farm, Feeding the Animals
L-59	Life on a Farm, Haying
L-60	Life on a Farm, Picking Vegetables
L-61	Life on a Farm, Picking Fruit
FSS-145	Living on a Farm (6 filmstrips)

DENTIST



SUGGESTED ACTIVITIES
First Grade

DENTIST

1. Discuss what foods are good for teeth. Gather pictures of foods and circle those good for snacks. Arrange a "good snack" display of food recommended for between-meal eating.

2. Discuss with children why we have teeth.

3. Find pictures of facial expressions and write an experience story about each expression. Have children dictate sentences--teacher writes sentences on board. A booklet may be made later of these stories for each child.

4. Write experience stories telling how we care for teeth.

5. Display and label objects that should not be placed in the mouth.

6. Write poems and rhymes about teeth. Write letter to the dentist asking for a tour of his office. Write thank you letters.

7. Make a class dictionary of new words--use for spelling such as tooth, teeth, decay, cavity, x-ray, diet, cleaning, brush, paste, etc.

8. Losing a tooth is a big event in a first grader's life, so a "losing a tooth" booklet can be made and kept all year. White construction paper covers can be cut in the shape of a tooth. Pages inside are for children who lose a tooth. Child dictates a story about his tooth (who pulled it, how it came out).

9. Do a pantomine on brushing teeth. Change or add words to song "Around the Mulberry Bush."

10. Have children bring pictures of people or animals smiling or showing teeth. Put on bulletin board with captions.

11. Demonstrate the benefits of a cleansing food by cutting through an apple with a knife, and then cutting through a marshmallow with another knife. Compare the clean and sticky knives. Point out that sweet sticky foods cling to teeth just as marshmallows cling to knife--while self-cleansing foods, like the apple, leave teeth clean.

12. Have an art show of dental posters.

13. Draw a toothbrush and tube of paste, give these arms and legs to resemble people or animals.

14. Make a mobile. Use toothbrush, tube of paste, set of teeth.

15. Plan a special Parents Program featuring: skits, plays, reports by children illustrating proper care of the teeth. Have refreshments of fresh fruits, vegetables, milk, juice and an art show of dental posters made by children.

16. Invite school health consultant to talk with children on dental health.

17. Use a mirror. Let children count own teeth and a friends. Compare number with poster "How Teeth Grow." Do worksheets on One-to-one Correspondence.

18. Do worksheets on "How Many."

19. Do a class record of brushing teeth at home and in school. Have children bring toothbrushes for this project.

20. Determine from resource people the cost of having a tooth pulled, x-rays, filling, false teeth. Different types of fillings: gold, silver, plastic, braces.

21. Take a trip to a dentist's office. Plan to see receptionist, lab technician, dentist, dentist's chair and tools, x-ray.

22. Make a chart of body and teeth building foods such as: milk, cheese, ice-cream, fish, eggs, beef, pork, lamb, chicken; vegetables, beans, carrots, peas, lettuce (vitamin A every other day); fruits, citrus and juices for vitamin C, bread and cereal.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

DENTIST

I. Books

1. I WANT TO BE A DENTIST
2. LET'S GO TO THE DENTIST
3. DENTIST'S TOOLS
4. TOMMY'S TOOTH
5. Talking Book--CLEANLINESS, Starring Johnny's Toothbrush

II. Filmstrip

How to be a Good Landlord to Your Teeth (keep in career box)

III. Pictures or Posters

1. Toothbrushing
2. For Good Teeth and a Healthy Mouth
3. Little Red Sky
4. How We Take Care of our Teeth (pamphlets)
5. The Dentist
6. Happy Tooth-Sad Tooth

IV. Folder of Seatwork and Activities

V. Tru-Brush Your Teeth, Betty Walters

VI. Other Materials

VII. Red Dye Tablets (including booklets)

VIII. Materials Available From AV Department

Filmstrips and Filmstrip--Sound

C-91	The Dentist
S-49	Strong Teeth
FSS-166	Who Helps Us, Part II (dentist)
FSS-80	The Mouth I Live In
FSS-40	Let's Talk About Your Teeth

POLICEMAN

SUGGESTED ACTIVITIES
First Grade

POLICEMAN

1. Discussion: Bring children's ideas and questions into discussion.
2. Follow discussion with an experience story. Have children dictate sentences for teacher to write on board. Make a booklet of these stories and let children draw pictures to illustrate.
3. Discuss the different jobs of the policeman. Let children make a list of these jobs. Compare the role of policeman according to the "Let's visit a Policeman."
4. Play games or do a pantomime in officers' duty and let children try to guess the duty.
5. Use crossword puzzle.
6. Pantomime a word.
7. Unscramble words.
8. Take a field trip to police station.
9. Make a badge.
10. Fingerprints - use finger paints or washable ink; encourage children to make own prints as this shows children all prints are different.
11. Make traffic signs--use tag board and place around the room in various spots to be obeyed by the children.
12. Make props for dramatizing a play on police duties. Make these from heavy butcher paper or tag board. Let children paint or color these.
13. Mobiles - use children's pictures of police car and patrolman's car. Also policeman and patrolman clothes.
14. Make a city street (big mural). Let children draw and color background. In foreground cut out of tag board a policeman and his car. Let children twist crepe paper and glue to fill in policeman's clothes and car. Use crepe paper the color of uniform and cap.
15. Ditto worksheets.

16. How to make out a ticket - have children make out a fine by writing in dollars and cents for penalties.

17. Discuss safe way to cross streets. Take children to intersections and let them cross the correct way.

18. Bike safety done through posters. Contact health consultant to talk on bicycle rules; also film strips are available. See AV material listing.

19. Discuss school bus safety - why it is needed.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

POLICEMAN

I. Books

1. A TALKING BOOK
2. CHIEF DOOLEY'S BUSY DAY
3. RED LIGHT, GREEN LIGHT
4. TRUE BOOK OF POLICEMEN AND FIREMEN
5. I KNOW A POLICEMAN
6. LET'S FIND OUT ABOUT POLICEMEN
7. WHAT DO THEY DO?
8. I WANT TO BE A POLICEMEN
9. SOMEONE ALWAYS NEEDS A POLICEMEN
10. LET'S VISIT THE POLICEMAN

II. Pictures or Posters

1. Pictures of Policeman (four)
2. Cut-out face Policeman (too large for box)

III. Seatwork or Masters

1. Color Pages
2. The Policeman
3. Folder of Activities

IV. Other Material

1. Police Badges (four)
2. Set of fingerprints

V. Tapes

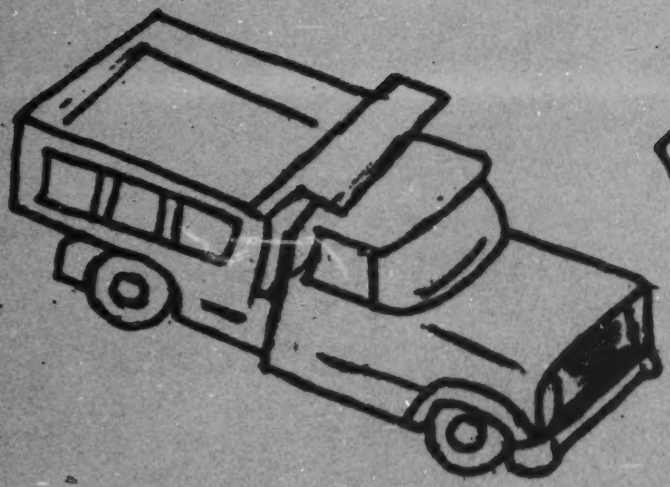
CTT 232 Part IIa -- Mr. Badger's Duty to enfore the Law w/study guide
Part IIb -- Grams Tells About Mr Justice and the Burgler w/study guide
CTT 235 -- Getting to Know the Police Station

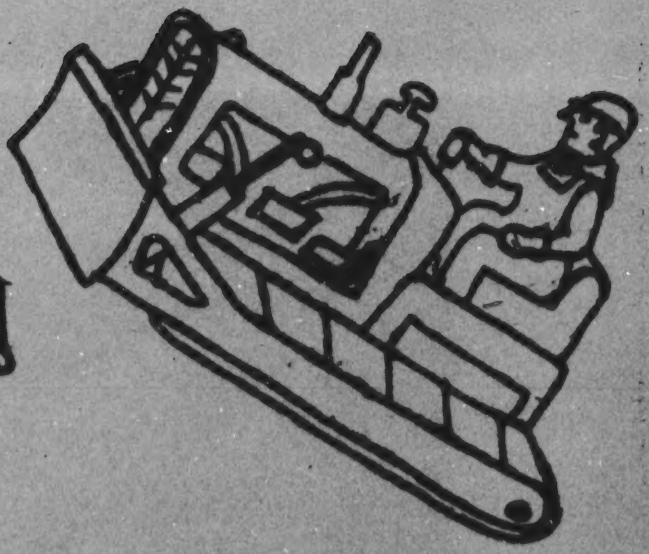
VI. Material from AV Department

Film Loops: FL 141 Policeman and Policewoman

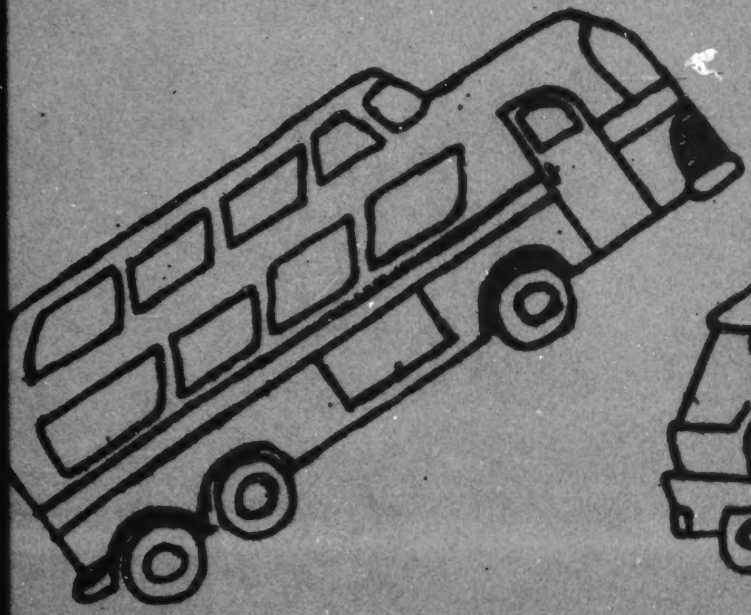
Filmstrips and Filmstrip-sound

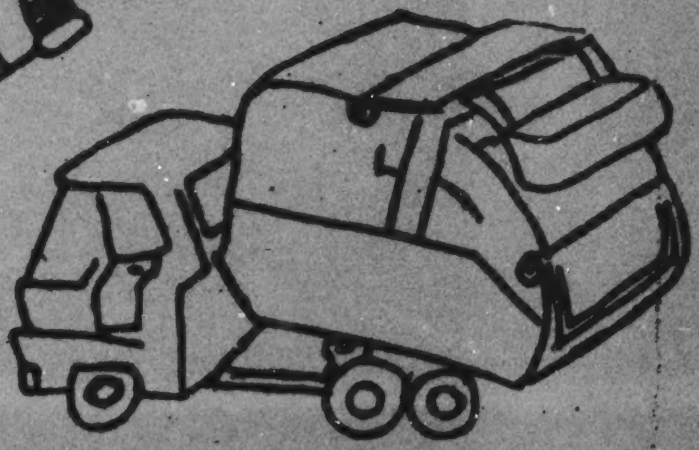
0-32	Our Police Department
H-29	How to Ride Your Bicycle Safely
C-90	Community Helpers Series, The Policeman
FSS-166	Who Helps Us, Part I (Police)





GENERAL CAREERS





SUGGESTED ACTIVITIES
First Grade

GENERAL CAREER

1. List different occupations.
2. List the occupations to be studied.
3. Pantomine "Guess My Work."
4. Discuss careers available in Powell.
5. Have each child tell about his mother's or father's job.
6. Activity book--"What Do You Want To Be When You Grow Up?"
7. Make a bulletin board of different type hats associated with careers.
8. Draw pictures of parents occupations.
9. Put on program for parents--the children dress in parent-work uniform or of a child's job preference.
10. List jobs that need college education and jobs that do not.
11. Write experience stories.
12. Puppet show
13. Career Game
14. Flannel board stories.
15. Bulletin Board - "Happy are those who dream dreams and have the courage to make them come true.
16. Do interest inventories.

INVENTORY OF MATERIALS
CAREER BOX
FIRST GRADE

GENERAL CAREERS

I. Books

II. Pictures or Posters

III. Seatwork masters

Color Book--What do you Want to be when you grow up (in ITA)
When I am Big (master copy)

Material Available From AV Department

Filmstrips, Filmstrip Sound

W-51	Why Do People Work
FSS-188	Who Do You Think You Are
FSS-44	Teaching Children Values, Primary

SKILLED AND UNSKILLED WORKERS

SUGGESTED ACTIVITIES
SECOND GRADE

SKILLED AND UNSKILLED WORKERS

1. MAKE A BIG WHEEL WITH SPOKES POINTING OUT DIFFERENT OCCUPATIONS.

THE PEOPLE WHO COME TO OUR HOUSE	THE FLORIST THE MILKMAN THE PLUMBER TV REPAIR MAN DELIVERY MAN MOVING MEN
PEOPLE WHO HELP US GO PLACES	TRUCK DRIVER GAS STATION ATTENDANT BUS DRIVER TRAIN ENGINEER PILOT
PEOPLE WHO HELP TO CLEAN OUR TOWN	STREET CLEANER TRASH OR GARBAGE COLLECTORS STREET REPAIRMAN

2. HAVE A TRUCK DRIVER COME SPEAK.
3. DISCUSS BUYING GASOLINE: EMPTY, FULL, 3/4, ETC.
4. LEARN ROAD SIGNS (TRUCK DRIVERS, PAGE 49.)
5. LEARN PARTS OF GASOLINE ENGINE (TRUCK DRIVERS, P. 41)
6. CLEAN UP LITTER OFF PLAYGROUND--CLASSIFY BY PAPER, GLASS, WOOD, ETC.
7. INTERVIEW GARBAGE MAN.
8. HAVE CHILD AND PARENT WRITE A QUESTION FOR FIELD TRIP. (MUST BE SIGNED)
9. MAKE A COLLECTION OF SOUNDS.
10. MAKE ROAD SIGNS.
11. MAKE CUT-AWAY. (SEE LET'S GO TO THE SANITATION DEPARTMENT, P. 18 AND 19.)
12. MAKE HAT OR DRESS AS FAVORITE MAN OUT OF THIS UNIT.
13. MAKE MURAL (WRITE SENTENCES ABOUT GARBAGE LIFE CYCLE)
14. CHOOSE DIFFERENT SKILLS OF CHILDREN'S PARENTS AND DISCUSS ALL OF THEM.
15. LET CHILDREN PICK FROM LIST FOUR WORKERS THEY WOULD LIKE TO STUDY AND FOLLOW SIMILAR ACTIVITIES.

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE
SKILLED AND UNSKILLED WORKERS

I. BOOKS

1. LET'S GO TO A SANITATION DEPARTMENT, COCHRANE
2. I WANT TO BE A MECHANIC, GREENE
3. DEAR GARBAGE MAN, ZION
4. I WANT TO BE A ROAD-BUILDER, GREENE
5. I WANT TO BE A RESTAURANT OWNER, GREENE
6. COME TO WORK WITH US IN A TOY FACTORY, WILKINSON
7. ABOUT FRIENDLY HELPERS AROUND TOWN, MELMONT
8. LET'S VISIT AN ELECTRIC COMPANY, POPE-EMMONS (TCH. GUIDE IN IMC, YOUR WORLD)
9. I WANT TO BE A COAL MINER, GREENE
10. BIG BOOK OF REAL BUILDING AND WRECKING MACHINES, ZAFFO
11. I WANT TO BE A BUS DRIVER, GREENE
12. I WANT TO BE A TAXI DRIVER, GREENE
13. TRUCK DRIVERS: WHAT DO THEY DO?
14. I WANT TO BE A TRUCK DRIVER, GREENE

II. LAP 360 SANITATION WORKERS

III. PACKET OF DITTOES, ACTIVITIES PICTURES
STUDY GUIDE FOR FSS-199, TEAMWORK IN A TOY FACTORY

IV. TAPES

CTT 231, PART 9B, MR. HALL HELPS KEEP OUR NEIGHBORHOOD CLEAN (W/STUDY GUIDE)
CTT 227, PART 5A, MR. SPARKS IS THE MAN WHO WORKS WITH LIGHTENING (W/STUDY GUIDE)
CTT 236, GETTING TO KNOW THE SANITATION DEPARTMENT

V. COLORED POSTERS (13)

VI. MATERIAL AVAILABLE FROM AV DEPARTMENT

FSS 166 WHO HELPS US....PART I (LAUNDRY)
FSS 199 TEAMWORK IN A TOY FACTORY
C 95 STREET MAINTENANCE CREW
C 96 SANITATION DEPARTMENT CREW
FSS 166 WHO HELPS US...#5 THE LAUNDRY
#6 THE SERVICE STATION

THE DAIRY

SUGGESTED ACTIVITIES
Second Grade

DAIRY

1. Art project - have children draw and color vividly a face on a large piece of construction paper or tag board. Tape a half pint milk carton just below the chin with masking tape. Insert a drinking straw from mouth to top of carton. Print I LIKE MILK above the face.

2. Visit a dairy farm. Have dairyman visit the class and be interviewed by the children.

3. Do research on types of dairy cows in the local IMC.

4. Locate countries, states, and Wyoming counties that are important dairy areas. Color on outline map.

5. Discuss the importance of the dairy business. List all workers who are directly or indirectly dependent upon it.

6. Have a milk delivery man tell the class how milk is priced and delivered to the store.

7. Divide the milk process into phases. Assign one phase to a group. Have the members of each group prepare a story with illustrations. Give the completed story as a program for another class. Have it video-taped.

8. Collect pictures and write stories about each phase above for individual booklets shaped like a large cow or bottle of milk.

9. Write questions for interviews, with help of parents of child at home.

10. Give group oral reports on kinds of cows and origin.

11. Write a story on the subject, "If I Were a Cow." Work out a play on this subject and play-act it.

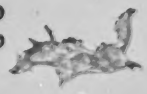
12. Children will make a talking book with pictures they have drawn and a tape they have made.

13. Make lists of milk products for notebooks.

14. Learn the basic types of food.

15. Collect recipes which make use of milk or milk products.

16. Do research on Louis Pasteur and Edward Jenner on cowpox, smallpox, and vaccination. Find out how the word "vaccination" was coined (from word "vacca" meaning "cow").



17. Bring milk cartons and other milk product containers to school. Compare sizes. Learn about pint, half pint, quart, half gallon, ounces, pound.

18. Set up a play store. Buy and sell products and make change.

19. Work problems related to costs of dairy products.

20. Color different types of dairy cows (work sheets in back of resource guide). Find pictures of them in magazines to cut out.

21. Make butter.

22. Make ice cream.

23. Make posters about dairy products.

24. Make a model of a dairy farm.
Teacher take pictures of activities. Children write captions and show account for group book to be compiled and laminated at the end of this unit.

25. Make a mural showing the milk process from cow to container.

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE

DAIRY

I. BOOKS

1. DAIRYMAN DON, PARR-CHAPIN
2. LET'S GO TO A DAIRY, GOODSPEED
3. AT THE DAIRY, HASTINGS
4. I KNOW A DAIRYMAN, STANEK
5. I WANT TO BE A DAIRY FARMER, GREENE
6. MILK FOR YOU, SCHLOAT
7. LET'S VISIT THE DAIRY, POPE-EMMONS (TCH. GUIDE IN IMC YOUR WORLD)

II. LAP 636 DAIRY WORKERS
TRG--THE STORY OF MILK, SMITH & HILL

III. POSTERS

IV. MATERIALS FROM AMERICAN DAIRY ASSOCIATION

V. FILMSTRIP: THE MILKMAN; LIFE ON DAIRY FARM, IMC, W/RECORD.

VI. FIELD TRIP: RED TOP DAIRY, OWNED BY MYRON HENY

VII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 160 MILK COMES FROM COWS

FILM STRIPS:

FSS 145 LIVING ON A FARM #2, DAIRY FARM
FSS 166 WHO HELPS US, #8, THE DAIRY

L-56 MILKING (LIFE ON THE FARM SERIES)
C-92 THE MILKMAN
H-77 THE STORY OF MILK

FIRE FIGHTERS

SUGGESTED ACTIVITIES
Second Grade

FIRE FIGHTER

1. Check the Junior Fire Marshal's Home Report with your parents (see materials) After it is completed and signed, return it to the teacher. Discuss the reports together.

2. Plan and dramatize what should be done in case of fire in your home.

3. Demonstrate good housekeeping for disposal of ashes, rubbish, brush, and fuel.

4. Make a mural - show fire as man's friend and as his enemy.

5. Make a simple experiment to show fire requires oxygen. Turn a jar over a lighted candle which is standing in a dish of water. When the candle goes out, water rises in the jar. What does this show?

6. Find out from your father (or mother) what safety measures are taken in the building where he/she works. Compare them with those in your school.

7. Make a fire drill poster using one of these slogans: "Walk, Don't Run," "Be Quiet," "Keep Calm," "Think," "Don't Give a Fire a Place to Start."

8. Visit the firehouse. Ask the fireman what boys and girls can do to prevent fires at home and at school. Inspect the engine and learn what the equipment is for.

9. Make a map of your school showing the location of exits, fire hoses, extinguishers, etc. Do this as a class project.

10. Prove that oil will float on water. Put a small amount of oil in a glass of water. Use this experiment to explain why a stream of water is not used to put out an oil fire.

11. As a class project, visit your local movie theater during closed hours. Observe fire exits, other fire protection. Discuss what regulations are made to protect you in public buildings.

12. Cut from newspapers any accounts of fire losses. Keep a chart of the amount of money involved in the loss.

13. Rub your hands together to see how friction produces heat. Discuss how matches work. Make rules about safe use of matches. Explain the difference between "friction matches" and "safety matches."

14. Draw a map of the fire-fighting facilities of your community to help you locate them.

15. Have a fireman come to the classroom and discuss fire safety with the class.

16. Ditto sheets - see materials. Related Occupations: fire chief, fire captain, fire inspector, fire marshal, fire fighter.

17. Make a fireman's hat.

18. Make a milk carton firetruck.

19. Make Smokey Bear Posters and sing the song "Smokey the Bear."

INVENTORY OF MATERIALS
CAREER BOX

SECOND GRADE

FIRE FIGHTERS

I. BOOKS

1. THE LITTLE FIRE ENGINE
2. I KNOW A FIREMAN, WILLIAMS
3. SMOKE EATERS, C. B. COLBY
4. READ ABOUT THE FIRMEN, SLOBODKIN
5. I WANT TO BE A FIREMAN, GREENE
6. LET'S VISIT THE FIRE STATION, POPE-EMMONS (TCH.GUIDE IN IMC)
7. TALKING BOOK--FIRE FIGHTERS

II. TAPES:

CTT 227, PART 5B, CAPTAIN WATTERS AT THE FIRE STATION (W/STUDY GUIDE)
CTT 234, GETTING TO KNOW THE FIRE STATION

III. THREE SPIRAL-BOUND STORY BOOKS

IV. MATERIAL ON SMOKEY THE BEAR

V. PACKET OF DITTOES, ACTIVITIES, SEATWORK

VI. POSTERS (COLORED, 6)
JUDY PUZZLE--FIREMAN

VII. FIELD TRIP TO FIRE STATION

VIII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMLOOPS:

FL 126 FIRE FIGHTERS

FILMSTRIPS:

FSS 144 I WANT TO BE....#6 FIREMAN
FSS 166 WHO HELPS US....#1 FIRE DEPARTMENT
O 28 OUR FIRE DEPARTMENT
C 86 THE FIREMAN

LIBRARIAN

SUGGESTED ACTIVITIES
SECOND GRADE

THE LIBRARIAN

1. EACH CHILD CAN MAKE AND ILLUSTRATE A STORY ON A DITTO MASTER FOR A CLASS BOOK. THE SUBJECT COULD BE ABOUT "OUR VISIT TO THE LIBRARY." RUN OFF COPIES FOR EVERY CHILD SO HE MAY BE ABLE TO PUT THE PAGES TOGETHER, INCLUDE A TABLE OF CONTENTS, TITLE PAGE, FRONT AND BACK COVER, AND STAPLE THE BOOK TOGETHER.

2. EACH CHILD MAKE HIS OWN BOOK. COULD USE WORKSHEETS W-4, W-5, W-6, SEE MATERIALS.

3. MAKE A TALKING BOOK. COULD USE WORKSHEETS W-4, W-5, W-6. PUT THE DIALOGUE ON TAPE.

4. MAKE A "FEELY-MEELY" BOOK. W-10, SEE MATERIALS.

5. MAKE A "HOW-TO" BOOK. EXAMPLE: PASTE A ZIPPER ON A PAGE OF A BOOK AND TELL HOW TO WORK IT. OTHER ITEMS FOR THE BOOK COULD BE SHOELACES, BUTTONS, HOOKS AND EYES, AND SNAPS.

6. PREPARE WORKSHEETS TO PROVIDE FOR INDIVIDUAL DIFFERENCES. EXAMPLE: (W-11, W-12) CUT AND PASTE PICTURES TO GO IN APPROPRIATE PLACES. THIS HELPS CHILDREN WITH PERCEPTUAL PROBLEMS.

7. GROUP ORAL DISCUSSION (W-3). WHAT IS THE LIBRARIAN READING?

8. LEARN THE PARTS OF A BOOK. HAVE THE CHILDREN LIST THE TITLE PAGE, THE TABLE OF CONTENTS, THE CHAPTERS, THE INDEX AND DISCUSS THE IMPORTANCE OF EACH PART.

9. THE TEACHER MAY DISCUSS WITH THE CHILDREN: WHY DO PEOPLE LIKE TO READ? WHAT DO PEOPLE READ? WHERE DO BOOKS, MAGAZINES, AND NEWSPAPERS COME FROM? WHAT WORKERS HELP PUT READING MATERIALS IN OUR HANDS?

10. DEVELOP A "PEOPLE PYRAMID" BY TEACHING THE DEVELOPMENT OF A TEXTBOOK THE CHILDREN ARE USING. LET THE STUDENTS DO NECESSARY RESEARCH THROUGH THE USE OF REFERENCE BOOKS AND INTERVIEWING.

11. ADAPT THE SONG "HERE WE GO AROUND THE MULBERRY BUSH" TO THE DEVELOPMENT OF THE PYRAMID. (THIS IS THE WAY WE PLANT THE TREES, ETC., THIS IS THE WAY WE CUT THE TREES, ETC.).

12. RESEARCH THE USE OF THE DICTIONARY, ENCYCLOPEDIA, CARD CATALOG, ETC. THE WORKBOOK CALLED "REFERENCE SKILLS" COULD BE USED.

13. RESEARCH THE TYPES OF CLOTH USED IN W-10.

14. PRACTICE FINDING PAGE NUMBERS IN A BOOK WHICH ARE DICTATED BY THE TEACHER.

15. Do worksheets on sequencing of numbers. IE; 56, 57, 58, --, --, --.

16. Learn telephone numbers and street addresses.

17. WYMOLAMP lessons.

    A. Pupil can identify numerals from 0-100; A-106, A-110, C-81, C-92, E-95, E-131, F-79, F-85.
    B. Pupil can name ones and tens for numbers 0-100; A-108, A-159, C-75, E-91, E-94, C-21.
    C. Pupils can identify numbers through 999; A-106, A-107, A-157, A-158, E-137.

18. Elementary Teachers Arts and Crafs Ideas For Every Month of the Year 745.5R, by Robbins. Available in each IMC
    A. Bookmarks, page 28, 64
    B. Mobile diarama, page 65
    C. A Famous Character in Clay, page 66.
    D. Individual Telephone Books, page 143.
    E. Book Holder, page 63-64.

19. Field trip to public library and media center.

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE

LIBRARIAN

I. BOOKS

1. I KNOW A LIBRARIAN, VOIGHT
2. AT THE LIBRARY, COLONIUS
3. MIKE'S HOUSE, SAUER
4. MR. WIGGLE'S BOOK, CRAIG
5. ROSA-TOO-LITTLE, FELT
6. I WANT TO BE A LIBRARIAN, GREENE
7. MISS TERRY AT THE LIBRARY, BARR

II. TRG, THE LIBRARIAN, JEANINE CORNELISON

III. TAPES:

CTT 230, PART 8A, VISITING THE LIBRARY WITH MISS REID, W/STUDY GUIDE
CTT 235, GETTING TO KNOW THE LIBRARY

IV. PACKET

DITTO MASTERS, STORIES ACTIVITIES

V. COLORED POSTERS (2)

VI. FIELD TRIP -- PUBLIC LIBRARY

VII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FSS 144 I WANT TO BE A LIBRARIAN
FSS 166 WHO HELPS US....LIBRARY
O 30 OUR LIBRARY
C 93 THE LIBRARIAN
W 62 WORKERS FOR THE PUBLIC WELFARE (THE LIBRARY AND THE LIBRARIAN)

VETERINARIAN

SUGGESTED ACTIVITIES
SECOND GRADE

VETERINARIAN

1. STUDENTS SHOULD FIND OUT TWO ANIMAL DISEASES FROM BOOKS OR PARENTS.
2. FIND OUT TWO BONES AN ANIMAL COULD BREAK.
3. FIND OUT TEN ANIMALS THAT MIGHT GO TO A VETERINARIAN.
4. DISCUSS AND COMPARE HUMAN AND ANIMAL INJURIES AND ILLNESSES.
5. FIND OUT WHAT FOODS MAKE PETS HEALTHY.
6. HAVE STUDENTS PLAY ACT A VETERINARIAN AND DIAGNOSE WHAT'S WRONG.
7. VISIT AN ANIMAL HOSPITAL OR HAVE A VETERINARIAN COME TO CLASS.
8. DISCUSS WHY VETERINARIANS ARE GOOD TO HAVE.
9. DISCUSS WHY WE NEED ANIMALS AND HOW THINGS WOULD BE DIFFERENT IF THERE WERE NO ANIMALS.
10. DISCUSS HOW PEOPLE SHOULD TREAT ANIMALS.
11. DISCUSS THE ROLE OF WOMEN AS VETERINARIANS.
12. MAKE UP AN ANIMAL FOR EACH LETTER OF THE ALPHABET.
13. PLAY TWENTY QUESTIONS GUESSING DIFFERENT ANIMALS.
14. MAKE UP PLAYS ABOUT ANIMALS AND HAVE STUDENTS ACT THEM OUT.
15. PLAN A PET SHOW.
16. MAKE UP RIDDLES FOR ANIMALS.
17. DO CREATIVE WRITING ON AN ANIMAL PICTURE.
18. DO OPINION POLL ON FAVORITE PETS.
19. MAKE TWO INTERVIEW QUESTIONS TO ASK VETERINARIAN.
20. MAKE UP A SONG TO FAMILIAR TUNE.

21. MAKE A NOTEBOOK OF DIFFERENT ANIMALS, ILLNESSES, POEMS, ETC.

22. MAKE A BULLETIN BOARD OF DRAWINGS OF PETS.

23. TRACE FOOT AND MAKE AN ANIMAL.

24. MAKE A SHOE BOX DIORAMA.

25. MAKE AN ANIMAL OUT OF CLAY.

26. CONSTRUCT MOBILES USING ANIMALS.

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE

VETERINARIAN

I. Books

1. AT THE PET HOSPITAL, Hefflefinger-Hoffman
2. ANIMAL DOCTORS: WHAT DO THEY DO? Greene/Kessler
3. I WANT TO BE AN ANIMAL DOCTOR, Greene
4. LET'S CHOOSE A PET, Pope-Emmons (Tch. guide In IMC, Your World)

II. TALKING BOOKS (tape by M. Johnson)

The Vet
I Know an Animal Doctor
I Want to Be an Animal Doctor
At the Pet Hospital

III. TRG Veterinarian, Donna Smith

IV. Booklet Record of "Our Trip to the Veterinarian"

V. Field Trip to Vet's Office

VI. Material Available from AV Department

Film Loops:

FL 159 Many Kinds of Pets

BANK CLERKS AND TELLERS

SUGGESTED ACTIVITIES
Second Grade

BANKING

1. List the things they would like to see on a field trip to the bank.
2. Write study questions for a guest speaker to answer concerning the operation of a bank.
3. Make samples of checks and deposit slips.
4. Have children role play going to the bank to make a deposit; going to the store and cashing checks.
5. Write original stories. Topics could be: "If I had $10 to Spend, I Would. . ."
6. Read stories in Post ITA second grade: "I Want, I Need," "Who Has Enough Money," "The Two Wheeler." Do workbook pages to go with the stories.
7. Washington Coin - see materials
8. Clown Bank - see materials
9. Treasure Box - see materials
10. WYMOLAMP activities - see materials
11. Ditto sheets - see materials
12. Using Dollars and Sense - see materials
13. Money Makes Sense - see materials
14. Visit to the bank.
15. Worksheets: "What Happens to Savings?" "What Happens at a Bank?" - see materials.
16. Using a map of Powell, plot the route to be taken on the field trip to the bank - see materials
17. Have resource person from the bank come to talk to the children.

OCCUPATIONS COVERED:

BANK TELLER - DOT #212
BILLING MACHINE OPERATOR - DOT #214
BOOKKEEPING MACHINE OPERATOR - DOT #215
COMPUTING MACHINE OPERATOR - DOT #216
A. BOOKKEEPERS - DOT #210
B. CASHIER - DOT #211

MATERIALS:

WORLD OF WORK BOOKS:

332.1 I KNOW A BANK TELLER, WILLIAMS, BARBARA
332.4 NAILS TO NICKELS, CAMPBELL, ELIZABETH
332.4 HOW MONEY IS MADE, COOKE, DAVID
332.4 THE TRUE BOOK OF MONEY, ELKIN, BENJAMIN
332.4 MONEY, ADVENTURE BOOK OF, EVANS, EVA KNOW
332.4 THE HOW AND WHY WONDER BOOK OF COINS AND CURRENCY, GELINAS, PAUL
332.4 WHAT IS MONEY, WILSON, LOUISE
332.1 BANKS AND BANKING, ELINOR REES

ART BOOK AVAILABLE IN THE IMC

ART ACTIVITIES, ELEMENTARY TEACHER ARTS AND CRAFTS IDEAS
WASHINGTON COIN - PAGE 128
CLOWN BANK - PAGE 203
TREASURE BOX - PAGE 231

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE

BANK CLERKS AND TELLERS

I. BOOKS

1. I KNOW A BANK TELLER, WILLIAMS
2. THE TRUE BOOK OF MONEY, ELKIN
3. AT THE BANK, REES
4. I WANT TO BE A SECRETARY, BAKER
5. WHAT HAPPENS WHEN YOU PUT MONEY IN THE BANK, SHAY
6. DANDY THE DIME, KERR
7. LET'S VISIT A BANK, POPE/EMMONS (TCH.GUIDE IN IMC)

II. TRG--BANKING, BASSET, CORNELISON

III. TAPES:

CTT 227 PART 6A MISS COYNE KEEPS OUR MONEY SAFE (W/STUDY GUIDE)
CTT 233 GETTING TO KNOW THE BANK
CTT 56 LET'S LEARN ABOUT BANKING (IMC)

IV. PACKET OF ACTIVITIES, DITTOES

V. ACTIVITY BOOK--WHAT CAN YOU BUY?

VI. HOW OUR BANK HELPS OUR CITY--25 COPIES

VII. FIELD TRIP TO LOCAL BANK

POST OFFICE OCCUPATIONS

SUGGESTED ACTIVITIES
SECOND GRADE

POST OFFICE

1. HAVE STUDENTS WRITE A LETTER TO A FRIEND OR RELATIVE PROPERLY ADDRESSED AND ZIPPED.

2. TAKE A TRIP TO THE POST OFFICE.

3. MAKE A REQUIREMENT OF TWO INTERVIEW QUESTIONS WHICH THE STUDENT WILL PREPARE AT HOME.

4. WRITE A THANK YOU NOTE TO THE POSTMASTER.

5. FIND OUT HOW MAIL TRAVELS.

6. FIND OUT WHAT CLASSES OF MAIL THERE ARE.

7. STUDENTS WILL MAKE A POST OFFICE (SKETCH INCLUDED) AND TAKE TURNS SORTING CANCELING, AND PICKING UP MAIL. ROWS OF STUDENTS WILL EACH BE GIVEN A STREET, AVENUE, HOUSE NUMBER AND ZIP CODE.

8. STUDENTS WILL ADDRESS CORRECTLY A VALENTINE TO EACH STUDENT FROM A MAP THAT SHOWS WHERE EACH STUDENT LIVES LOCATED IN FRONT OF ROOM.

9. HAVE STUDENTS DISCUSS (WRITE GOOD POINTS) QUESTIONS BELOW:
   1. WHY WE NEED A POST OFFICE
   2. HOW IT HELPS US
   3. WHY IS MAIL SENT
   4. HOW MAIL SERVICE KEEPS FRIENDS IN CLOSE CONTACT THAT LIVE FAR AWAY FROM EACH OTHER
   5. IS MAIL IMPORTANT TO BUSINESS
   6. IF THEY HAVE EVER RECEIVED ANYTHING IN THE MAIL, WERE THEY EXCITED
   7. IS ALL MAIL GOOD; WHY OR WHY NOT?

10. HAVE STUDENTS INTERVIEW THE POSTMASTER.

11. HAVE STUDENTS WRAP PACKAGES AND WEIGH THEM ON A WEIGHT SCALE.

12. SET UP FIXED PRICES PER POUND AND OUNCE FOR MAILING PACKAGES, AND HAVE STUDENTS FIGURE HOW MUCH IT WOULD COST TO MAIL THEIR PACKAGE.

13. SELL CANCELLED STAMPS (BROUGHT BY STUDENTS) WITH PLAY MONEY AND HAVE THE POSTAL CLERK GIVE THE CORRECT CHANGE.

14. CONSTRUCT A POST OFFICE

15. MAKE MAIL BOXES

16. MAKE ILLUSTRATIONS FOR POEMS

17. MAKE A LIST OF SPELLING WORDS AND ALPHABETIZE WORDS.

18. ARRANGE DIFFERENT TYPES OF LETTERS, STAMPS (PERHAPS A CHILD HAS A STAMP COLLECTION), PACKAGES AND A SAMPLE OF THE DIFFERENT POSTAL STAMPS USED ON LETTERS AND PACKAGES.

19. HAVE CHILDREN PAINT THINGS THEY MIGHT SEE AT THE POST OFFICE OR ANY OTHER ASPECT ABOUT THE POST OFFICE.

20. HAVE THE CHILDREN MAKE A PICTURE DICTIONARY FOR THE NEW WORDS THEY HAVE LEARNED.

INVENTORY OF MATERIALS
CAREER BOX
SECOND GRADE

POST OFFICE OCCUPATIONS

I. BOOKS

1. I KNOW A POSTMAN, HENROID
2. TRUE BOOK OF OUR POST OFFICE AND ITS HELPERS, MINER
3. AT THE POST OFFICE, COLONIUS
4. I WANT TO BE A POSTMAN, GREENE
5. LET'S VISIT THE POST OFFICE, POPE-EMMONS
   (TCH. GUIDE IN IMC, YOUR WORLD)

II. TRG--POST OFFICE FUN, SMITH AND HILL

III. TAPES:

CTT 34 THE MAILMAN AND HIS WORK
CTT 229 PART 3A, THE LETTER CARRIER (W/STUDY GUIDE)
CTT 236 GETTING TO KNOW THE POST OFFICE
CTT 238 THE MAILMAN AND HIS WORK

IV. POSTERS (5)

V. CHECK WITH POST OFFICE FOR CLASSROOM PACKET OF MATERIALS

VI. FIELD TRIP TO POST OFFICE

VII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMSTRIPS:

FSS 152 90 BILLION RAINDROPS
FSS 166 WHO HELPS US...PART 10, THE POSTOFFICE (ORDER SET II)
L-2 LET'S MAKE A POST OFFICE
O-33 OUR POSTOFFICE
C-89 THE MAILMAN
FSS 164 UTILITIES AND COMMUNICATION (MAIL SERVICES)

FILMLOOPS:

FL 142 POSTAL CLERKS
FL 135 MAIL CARRIERS

TELEPHONE OPERATORS

SUGGESTED ACTIVITIES
Second Grade

TELEPHONE WORKERS

1. Have a representative from the telephone company talk to the class. Children prepare questions in advance to ask him.

2. Show films on telephone equipment and service. Some are available from the telephone company (see Mountain Bell office for names).

3. Introduce the pamphlet, "We Learn About the Telephone Company." Assign topics for talks and illustrations (to be made by pupils) to various groups of children. Each group will also prepare a picture for the bulletin board and for the scrapbook (with caption).

4. Visit the telephone office.

5. Practice telephone conversations using tele-trainer.

6. Prepare short dramatizations to illustrate various situations in which telephone use is important. Refine these for a video-tape program.

7. Copy poems about the telephone.

8. Look up names in the telephone book.

9. Learn emergency numbers.

10. Make individual notebooks of telephone numbers, arranging names alphabetically.

11. Work crossword puzzle using telephone terms.

12. Study the ear in health books (see materials); the parts; how it works; care of the ear.

13. Demonstrate sound waves by throwing a pebble in water.

14. Experiment with passage of sounds by holding paper tubes to the ear and making sounds at the end of the tube.

15. Children draw a large telephone and label parts of the telephone. Find pictures of different types of telephone.

16. Make a museum of communication objects--long ago and modern.

17. Make tin-can telephones as described in "We Learn About the Telephone."

18. BRING TELEPHONE BOOK TO SCHOOL TO FIGURE OUT RATES AND TIME SCHEDULE.

19. BRING A TELEPHONE BILL AND ADD UP CHARGES.

20. USE A MAP OF THE UNITED STATES TO LEARN ABOUT TIME ZONES.
TAKE CLOCKS AND COMPARE TIME IN DIFFERENT TIME ZONES.

INVENTORY OF MATERIALS
CAREER BOX

SECOND GRADE

TELEPHONE WORKERS

I. BOOKS

1. I KNOW A TELEPHONE OPERATOR
2. LET'S GO TO THE TELEPHONE COMPANY, BUCHHEIMER
3. LET'S VISIT THE TELEPHONE COMPANY, POPE/EMMONS
   (TCH. GUIDE IN IMC, YOUR WORLD)
4. I WANT TO BE A TELEPHONE OPERATOR, GREENE
5. WHAT HAPPENS WHEN YOU MAKE A TELEPHONE CALL

II. TRG -- THE TELEPHONE, SMITH AND HILL

III. POSTERS (3)

IV. TAPES:

CTT 229, PART 4A, MISS WIRE BRINGS PEOPLE OF THE WORLD TOGETHER
(W/STUDY GUIDE)

V. MATERIAL FROM TELEPHONE COMPANY

VI. FIELD TRIP TO TELEPHONE OFFICE

VII. ORDER TELEPHONE SET FROM TELEPHONE COMPANY

VIII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 150 TELEPHONE CRAFTSMEN
FL 151 TELEPHONE AND PBX INSTALLERS AND REPAIRMEN (ADV.)

NURSE
and
DIETITIAN

SUGGESTED ACTIVITIES
SECOND GRADE

NURSE AND DIETITIAN

1. FIELD TRIP TO THE HOSPITAL (MAY USE THE SLIDE-TAPE PRESENTATION AS PREPARED BY THE CAREER EDUCATION SUMMER WORKSHOP, 1973 AVAILABLE IN THE CAREER EDUCATION OFFICE.)

2. FIELD TRIP TO A DOCTOR'S OFFICE.

3. RESOURCE PERSON TO VISIT THE CLASSROOM. CONTACT MARGARET BATTERSHELL, NURSE, POWELL HOSPITAL. SHE MAY KNOW OF WILLING PERSON TO VISIT THE CLASSROOM.

4. FLIP CHART ENTITLE "A NURSE WORKS FOR MANY PEOPLE." NEED TAGBOARD, LARGE RING BINDERS, AND PICTURES. HAVE EACH CHILD PASTE ON A CONSTRUCTION BACKING AND THEN ON TO TAGBOARD A PICTURE THAT THEY HAVE DRAWN OR CUT FROM A MAGAZINE.

5. SPELLING WORDS. POSSIBLE WEEKLY OUTLINE MIGHT INCLUDE:
   A. MONDAY - HAND OUT NEW LISTS; WITH A FRIEND, LOOK UP WORDS IN A DICTIONARY AND ON WORKSHEET RECORD THE CORRECT MEANING.
   B. TUESDAY - LANGUAGE ARTS WORKSHEET
   C. WEDNESDAY - POEM - FILL-IN-THE-BLANK WORKSHEET
   D. THURSDAY - SENTENCE CONTEXT WORKSHEET; THOSE FINISHED EARLY MAY QUIZ A FRIEND.
   E. TEST

6. CONSTRUCT A BULLETIN BOARD
   A. LARGE MURAL OF HOSPITAL
   B. PLACE STORIES ABOUT NURSE ON BULLETIN BOARD
   C. COLLECT PICTURES FROM MAGAZINES ABOUT HOSPITALS AND NURSE; PLACE ON CONSTRUCTION BACKING. HAVE CHILDREN PRINT TITLES FOR EACH PICTURE

7. PLAN A HOSPITAL - NEED SMALL BOXES, PAINTS, TABLE, OR LARGE SAND BOX; LABEL DIFFERENT AREAS OF THE HOSPITAL.

8. STAND-UP WORKERS - CUT FROM MAGAZINE OR CATALOG; PICTURES PASTED TO TAGBOARD.

9. COLLAGE DESIGN OF HOSPITAL AND NURSES--COLLECT PICTURES FROM MAGAZINES.

10. COMPLETE THE BOOKLET ON THE FIVE SENSES (SEE INCLUDED SHEETS).

11. MAY USE THE FOLLOWING LAPS:
    A. 371.42 No. 2 THE NURSE (SCHOOL) - COMMUNITY HELPER SERIES
    B. 611 No. 1 BODY--HUMAN (PARTS) WE ARE PUTTING IT ALL TOGETHER
       2 FIVE SENSES
       3 FUNCTIONS OF THE HUMAN BODY

    THESE LAPS ARE LOCATED IN EACH IMC

12. DRUG COLORING BOOK ALSO INCLUDED AT THE END OF THIS TRG.

13. WYMOLAMP MATERIALS AVAILABLE:

    A. D-79, READ, RECORD TEMPERATURE
    B. A-86, G-75 DAYS OF THE WEEK
    C. F-93 POUNDS AND OUNCES
    D. D-78, D-83, E-135 TIME
    E. A-137, D-81, D-82, F-81, F-93 LENGTH, WEIGHT, AND VOLUME
    F. A-1, D-75, D-76, D-77, D-78, E-114, F-80, 1-75 BAR AND LINE GRAPH

14. HAVE DIETITION SPEAK. POSSIBLE PEOPLE TO CONTACT: MRS. BOB RICHARDSON, POWELL HOSPITAL; MISS ROSEMARY ANSELMIE, MDU CONSULTANT

15. MAKE WORKSHEET OF NURSES EQUIPMENT AND LABEL.

INVENTORY OF MATERIALS
CAREER BOX

SECOND GRADE

NURSE-DIETITIAN

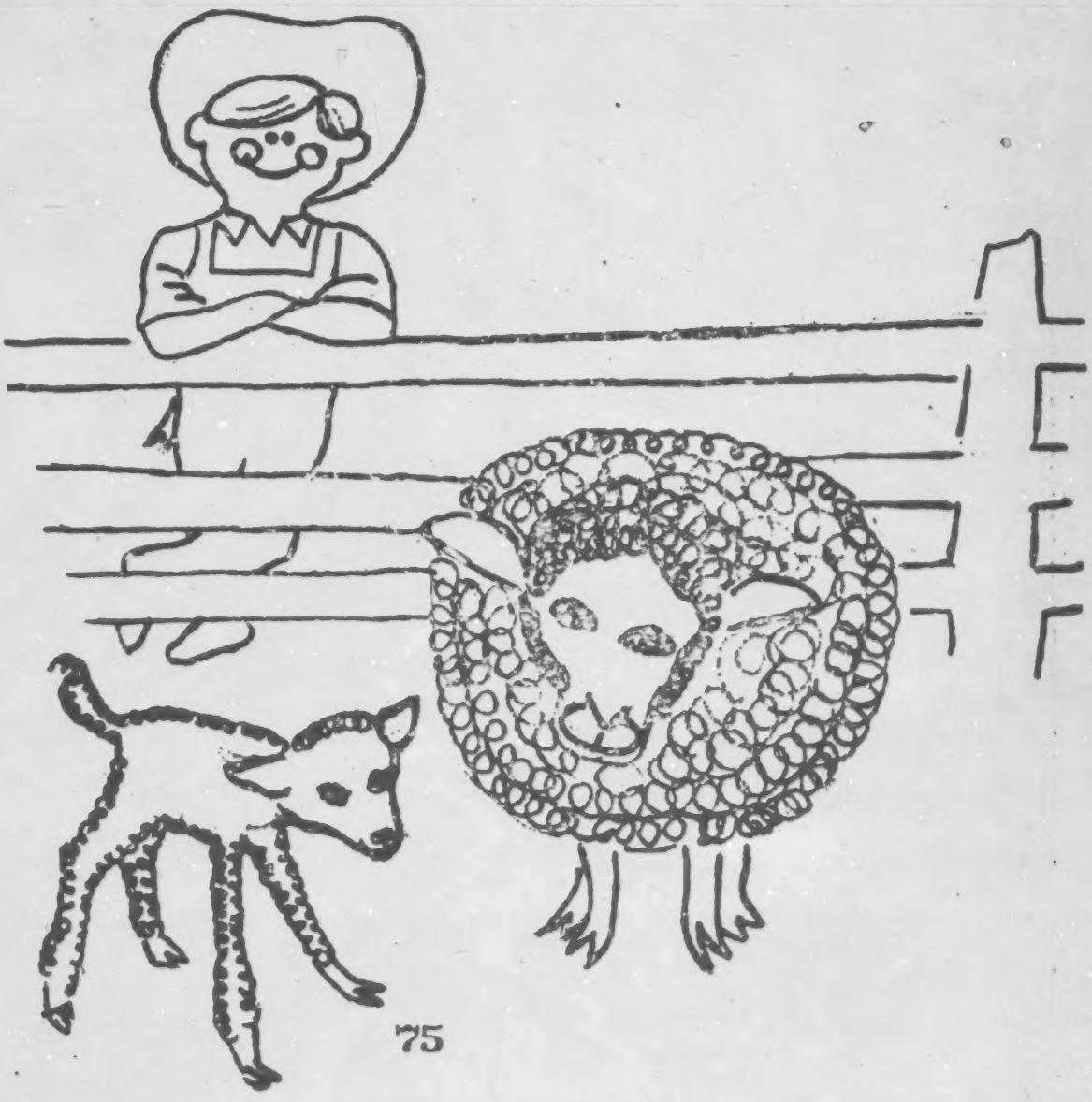
I. BOOKS

1. WHAT HAPPENS TO A HAMBURGER, SHOWERS, ROCKWELL
2. THE TRUE BOOK OF YOUR BODY AND YOU, HINSHAW

II. DIET POSTERS

III. TALKING BOOK--LITTLE RED SKY

WOOL GROWER



SUGGESTED ACTIVITIES
THIRD GRADE

WOOL GROWER

1. HAVE MRS. ROBERT (LUCY) HARVEY DEMONSTRATE SPINNING WOOL, DYING AND CARDING.
2. FIELD TRIP TO SHEEP FARM.
3. VISIT DEAVER'S KNITTING FACTORY.
4. HAVE A 4-H DEMONSTRATION ON CARE OF SHEEP.
5. PLAY SHEEP RUMMY.
6. HAVE EACH CHILD BRING A MUTTON RECIPE AND MAKE A BOOKLET.
7. FOLLOW THE PRODUCT OF FLEECE TO FABRIC.
8. MAKE KNITTING BOARD.
9. MAKE MILK CARTON SHEEPWAGON.
10. LIST WOOL PRODUCTS.
11. HAVE COUNTY AGENT SPEAK ON JUDGING SHEEP.
12. MAKE SHEEP AND COVER HIM WITH MINATURE MARSHMALLOWS.
13. WORK MATHWORKS.
14. FIND THE AVERAGE WEIGHT OF FLEECE, WOOL, SHEEP, ETC.
15. STUDY DIFFERENT BREEDS OF SHEEP.
16. TEACH EXTERNAL PARTS OF SHEEP AND LABEL (LAPS).
17. COMPARE WHAT CATTLE AND SHEEP EAT.
18. WASH AND DYE A FLEECE.
19. MAKE HAND LOTION FROM SHEEP BY-PRODUCTS-TALLOW OR LANOLIN.

INVENTORY OF MATERIALS
CAREER BOX

THIRD GRADE

WOOL GROWER

I. BOOKS

1. THE FARM, RUSSELL-FINK
2. LET'S VISIT A FARM, POPE-EMMONS (TCH. GUIDE IN IMC, YOUR WORLD)
3. BOUNCING BETSY, LATHROP
4. WOOL, OFTEDAL
5. THE GOLDEN LAMB, GOUGH
6. WOOL, MCCRORY (LITTLE WONDER BOOK)

II. GAMES

1. 2 GAMES WITH DIRECTIONS AND CARDS (MAPS USED AS GAME BOARDS)

III. PENDLETON WOOLEN MILLS: WOOL FIBER IN THE MAKING (SAMPLES OF RAW WOOL, SCOURED WOOL, LANOLIN, DYED WOOL, ROVING, SPUN YARN, UNFINISHED FABRIC, FINISHED FABRIC.)

THE WOOL STORY...FROM FLEECE TO FASHION (BOOK)

IV. LAP THE FARM AND WHAT IT PRODUCES FOR US
636 ENRICHMENT MATH
591 SHEEP INDUSTRY, THE WOOL GROWER
636.3 MATH ENRICHMENT, SHEEP INDUSTRY (FLOCK GROWER)
636.3 THE SHEEP INDUSTRY

V. POSTERS (1)

VI. TAPES

CTT 228 PART 2B, LEARNING ABOUT THE FARM FROM MR. FIELDS
W/STUDY GUIDE

VII. SHEEP COOK BOOKLET, RIVERTON

VIII. MATERIALS FROM EXTENSION OFFICE, DEPARTMENT OF AGRICULTURE

IX. SACK OF WOOL AND YARN DONATED BY MRS. HARVEY (SPEAKER: MRS. HARVEY DEMONSTRATE CORDING, SPINNING)

X. ECO-LAB: FARM FAMILY

XI. FIELD TRIP TO AREA SHEEP RANCHES OR FEED LOT.

XII. MATERIAL AVAILABLE FROM AV DEPARTMENT
FILM LOOPS: FL 158 MANY KINDS OF FARM ANIMALS
FL 161 WE GET EGGS FROM CHICKENS
FILMSTRIPS: FSS-145 LIVING ON A FARM
S-90 THE STORY OF WOOL

TRANSPORTATION

SUGGESTED ACTIVITIES
THIRD GRADE

TRANSPORTATION OF GOODS AND PEOPLE

1. DISCUSS HOW LIFE WOULD BE DIFFERENT IF WE HAD NO AUTOMATED TRANSPORTATION.
2. WRITE OR COLLECT ANY POEMS CONNECTED TO TRANSPORTATION.
3. READ ABOUT DIFFERENT TRANSPORTATION IN EARLIER TIMES. HOW WAS LIFE DIFFERENT THEN?
4. LIST OCCUPATIONS RELATED TO TRANSPORTATION.
5. INVITE TRAVEL AGENTS TO CLASS.
6. DISCUSS OR WRITE HOW TRANSPORTATION AFFECTS RECREATION.
7. MAKE A VOCABULARY NOTEBOOK OF WORDS ENCOUNTERED IN THE TRANSPORTATION MATERIALS AND BOOKS.
8. PLAY PASSWORD WITH VOCABULARY WORDS.
9. DO COMMITTEE REPORT ON ONE TYPE OF TRANSPORTATION. INCLUDE SOME GOODS, IF ANY, THAT COME TO POWELL BY THIS METHOD.
10. BRING PICTURES TO CLASS OF AIRPLANES, TRUCKS, CYCLES, CARS, ETC. TO MAKE A NOTEBOOK.
11. DISCUSS HOW DIFFERENT PEOPLE OF THE WORLD TRAVEL.
12. HOW HAS A GAS SHORTAGE AFFECTED TRANSPORTATION AND PRICES OF GOODS.
13. HAVE THE STUDENT PICK A FRIEND OR RELATIVE HE WANTS TO VISIT AND DESCRIBE HOW HE WILL TRAVEL.
14. HAVE STUDENTS TELL WHICH TRAVEL METHOD IS MOST IMPORTANT TO THEIR DAILY LIFE, TO THEIR FATHER'S, MOTHER'S.
15. MAKE TAPE RECORDING OF SOUNDS OF DIFFERENT TYPES TRANSPORTATION.
16. FIND OUT PRICES FOR TICKETS BY AIR, TRAIN, OR BUS. HAVE STUDENTS BUY WITH PLAY MONEY. ANOTHER COULD MAKE CHANGE.
17. LIST PRICES FOR TICKETS TO A CERTAIN DESTINATION AND HAVE STUDENTS FIGURE OUT WHICH IS CHEAPEST AND BY HOW MUCH.
18. DO A SURVEY OF HOW MANY CARS, TRUCKS, ETC. THE STUDENTS' PARENTS IN THE CLASS HAVE.

19. FIGURE OUT HOW MANY GALLONS WOULD FILL A CAR IF IT HOLDS 22 AND HAS 14 AT 46¢ A GALLON, HOW MUCH WOULD IT COST.

20. HAVE STUDENTS FIND OUT HOW MUCH GAS COSTS WHERE THEIR PARENTS BUY IT.

21. HAVE A TRAVEL AGENT COME TO CLASS TO SPEAK. LET STUDENTS PICK A PLACE THEY WANT TO GO AND BY WHAT METHOD--CAR, PLANE, ETC. SEE WHOSE TRIP WILL COST MOST, WHICH LESS.

22. STUDY SAFETY RULES.

23. TALK ABOUT SEASONAL HAZARDS.

24. DISCUSS ANY PHYSICAL REQUIREMENTS FOR JOBS.

25. DISCUSS WHAT TRAFFIC SIGNALS OR REPORTS ARE IMPORTANT TO EACH MEANS OF TRANSPORTATION.

26. USE ROAD MAPS TO ESTIMATE HOW FAR CERTAIN PLACES ARE FROM POWELL.

27. ESTIMATE HOW MUCH IT WOULD COST THE CLASS TO GO SOMEWHERE. COMPARE BUS, TRAIN, AND PLANE FARES.

28. DISCUSS TIME SCHEDULES THAT EACH TRANSPORTATION HAS.

29. LIST DIFFERENT TYPES OF TRAINS, BUSES, TRUCKS, AIRPLANES, AND CARS AND THEIR USES.

30. MAKE THE DIFFERENT METHODS OF TRANSPORTATION OUT OF CLAY, CONSTRUCTION PAPER, ETC.

31. A VIDEO TAPE MAY BE DONE OF COMMITTEE NOTEBOOKS AND PRESENTATIONS.

INVENTORY OF MATERIALS
CAREER BOX

THIRD GRADE

TRANSPORTATION

I. BOOKS
1. I KNOW A TRUCK DRIVER, EVANS
2. AT THE RAILROAD STATION, PECK & FICHTER
3. I KNOW AN AIRLINE PILOT, STANEK
4. THE TRUE BOOK OF TRANSPORTATION, POSELL
5. LET'S VISIT THE RAILROAD, POPE-EMMONS (TCH.GUIDE, IMC)
6. LET'S VISIT A SHIP, POPE-EMMONS
7. LET'S TAKE A BUS TRIP, POPE-EMMONS
8. PIGGYBACK, BURLEIGH
9. LET'S TAKE AN AIRPLANE TRIP, POPE-EMMONS
10. CAVE MAN TO SPACE MAN, FRISKEY
11. THE TRUE BOOK OF TRAVEL, LAND
12. MY BOOK OF TRANSPORTATION, NELSON
13. THE TRUE BOOK OF SHIPS AND SEAPORTS
14. AT THE AIRPORT, COLONIUS
15. COME TO WORK WITH US IN AN AIRPORT, WILKINSON

II. MATERIAL FROM AMERICAN TRUCKING ASSOCIATION

III. LAPS: 629 TRUCKS, 629 AIRPLANES & JETS, 623 BUS, 625 TRAINS, 623 CARS & TAXICABS, 624 BICYCLES & MOTORCYCLES

IV. TRG TRANSPORTATION OF GOODS & PEOPLE
DONNA SMITH

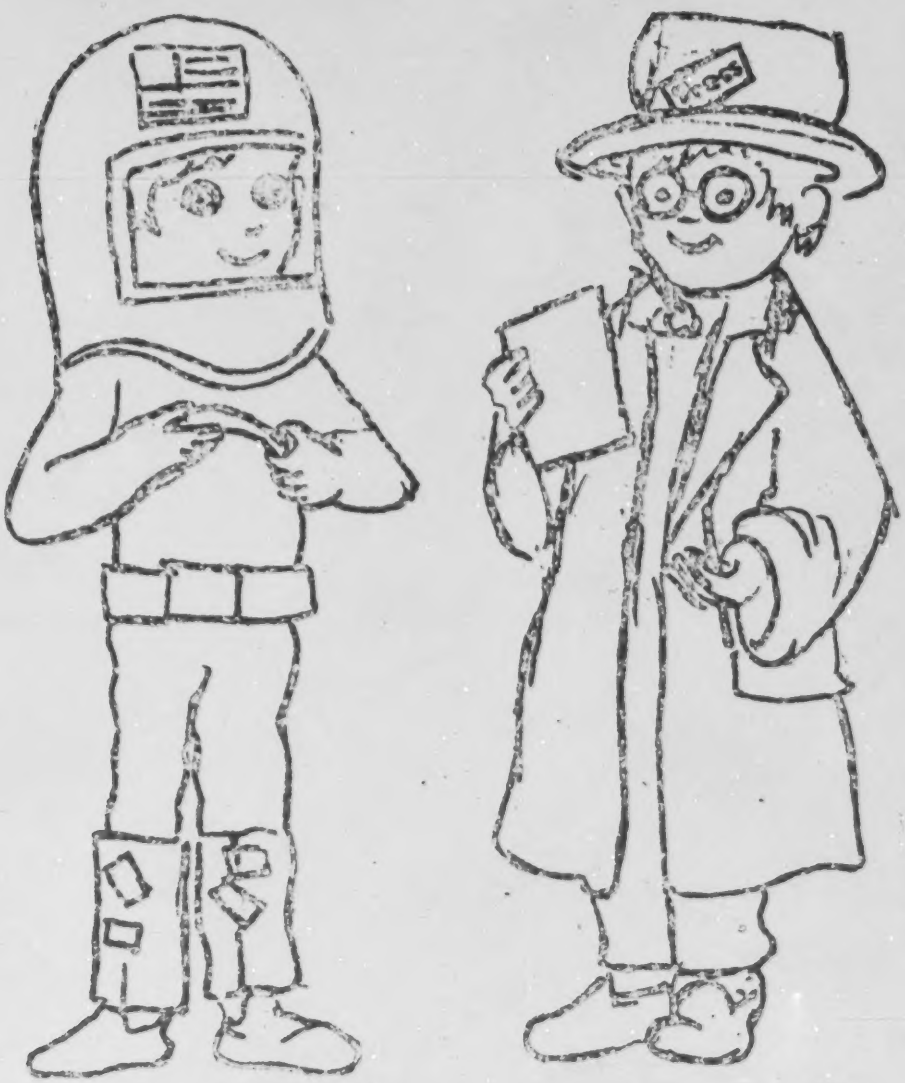
V. TAPES: CTT 229, PART 3A, MR. RULLER RUNS A TRAIN W/STUDY GUIDE
CTT 35, TRANSPORTATION

VI. VISUAL AIDS
FLANNEL BOARD PICTURES--TRANSPORTATION
1. AIR TRANSPORTATION
2. CARS AND TRUCKS

VII. MATERIAL AVAILABLE FROM AV DEPARTMENT
FILMSTRIPS:
FSS 163 TRANSPORTATION (AIRPORT, HARBOR, RAILROAD, BUS & TRUCK TERMINAL)
FSS 199 CAREER DEVELOPMENT FOR PRI. GRADES, PART-3, WORK. FOR AN AIRLINE
A 63 AIR TRANSPORTATION
T 28 TRANSPORTATION IN THE U.S.
T 27 TRANSPORTATION
T 8 TRUCKS WORK FOR US
C 88 THE BUS DRIVER
FSS-109 WHERE AND HOW PEOPLE WORK AND LIVE (FROM PLACE TO PLACE)
FSS-164 UTILITIES AND COMMUNICATION (TRANSPORTATION SERVICES)
FSS-144 I WANT TO BE....# 5 PILOT (EASY)

FILM LOOPS:
FL 132 LOCAL TRANSIT BUS DRIVERS
FL 133 LOCAL TRUCK DRIVERS
FL 138 OVER THE ROAD TRUCK DRIVERS
FL 109 AIRPLANCE MECHANICS

NEWSPAPER REPORTER



SUGGESTED ACTIVITIES
THIRD GRADE

NEWSPAPER REPORTER

1. HAVE SEVERAL NEWSPAPERS AVAILABLE TO SHOW TO THE CLASS. DISCUSS ALL THE WORK INVOLVED IN PUBLISHING A PAPER AND LIST THESE JOBS ON THE BOARD. LISTEN TO CASSETTE: "HOW MR. PRINTZ BRINGS US THE NEWS." (SEE MATERIALS)

2. PREPARE THREE FOLDERS, ONE CONTAINING NEWSPAPER STORIES, THE SECOND CONTAINING HEADLINES FOR THESE STORIES, AND THE THIRD CONTAINING PHOTOS FOR THESE STORIES. STUDENTS ARE TO MATCH THE STORY WITH THE HEADLINES AND PHOTOS.

3. PLAN A CLASS NEWSPAPER. HAVE SOME CHILDREN INTERVIEW TEACHERS, CAFETERIA WORKERS, AIDES, SECRETARY, AND CUSTODIANS ABOUT THEIR JOBS. LET THEM TAPE THE INTERVIEWS, THEN WRITE THEIR STORIES. OTHERS CAN WRITE STORIES ABOUT HAPPENINGS IN THEIR CLASS OR SCHOOL. THIS IS A GOOD MOTIVATION FOR A LESSON ON WRITING GOOD SENTENCES AND PARAGRAPHS. DISCUSS THE USE OF HEADLINES.

4. VISIT CODY ENTERPRISE TO SEE OFF-SET PRESS.

5. MAKE A FIELD TRIP TO A NEWSPAPER OFFICE.

6. WHERE DOES PAPER COME FROM? USE LAP: TIMBER TO NEWSPAPER (SEE MATERIALS)

7. DRAW CARTOON CHARACTERS.

8. DRAW PICTURE OF PERSONS INTERVIEWED FOR NEWSPAPER TO BE PRINTED WITH THE STORY.

9. BULLETIN BOARD: HAVE STUDENTS BRING INTERESTING NEWSPAPER ARTICLES TO BE USED TO MAKE A BULLETIN BOARD. THESE CAN BE CHANGED DAILY.

10. FIND OUT HOW PHOTOGRAPHS ARE PUT IN A PAPER.

11. HAVE A PAPER BOY SPEAK TO THE CLASS.

12. GET OFF-SET PRINTING PLATES FROM NEWSPAPER OFFICE TO MAKE MOBILES, COLLAGES, ETC.

13. STUDY DIFFERENCE BETWEEN WEEKLY, DAILY, NEWSPAPER.

14. STUDY THE PARTS OF NEWSPAPER.

15. LIST JOBS INVOLVED IN NEWSPAPER.

16. COMPARE THE VARIOUS NEWSPAPERS AVAILABLE IN THIS AREA. CHILDREN LIST NEWSPAPERS THEY RECEIVE AT HOME.

17. Do math problems relating to cost for newspaper, daily, weekly, monthly, yearly.

18. Make skyline picture out of want adds of newspaper.

19. Study recycling of paper.

20. Go on school yard and gather litter.

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

NEWSPAPER REPORTER

I. BOOKS

1. THIS IS A NEWSPAPER, FEIGENBAUM, SEIGEL
2. THE FIRST BOOK OF NEWS, EPSTEIN
3. I WANT TO BE A NEWS REPORTER, GREENE
4. LET'S VISIT A PAPER MILL, POPE-EMMONS (TCH. GUIDE IN IMC YOUR WORLD)
5. LET'S PUBLISH A BOOK, POPE-EMMONS "
6. LET'S VISIT THE NEWSPAPER, POPE EMMONS "
7. ABOUT PAPER, DEAN

II. TRG--NEWSPAPER REPORTER, CATTERALL

III. POSTERS--1

IV. TAPES:

CTF 230, PART 7A, HOW MR. PRINTZ BRINGS US THE NEWS W/STUDY GUIDE

V. FIELD TRIPS: NEWSPAPER OFFICE

VI. SPEAKERS: LOCAL REPORTERS, EDITORS, ETC.

VII. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMSTRIPS

C-104 COMMUNICATION: THE NEWSPAPER

RETAIL TRADES

SUGGESTED ACTIVITIES
THIRD GRADE

RETAIL SALES

1. VISIT DEAVER'S KNITTERY
2. FIELD TRIP TO SHEEP FARM (FOLLOW UP WITH TRIP TO DEAVER'S KNITTERY)
3. VISIT CLOTHING STORE AND MAKE LIST OF ALL THINGS A STORE DOES FOR ITS CUSTOMERS AS WELL AS SELLS.
   A. MAKE LIST OF ALL SIZES OF DIFFERENT ARTICLES.
4. DRAW FLOOR PLAN OF ESTABLISHMENT VISITED, SHOWING WHERE WORKERS WORK.
5. IN SCHOOL SHOWCASE, MAKE A WINDOW DISPLAY.
6. MAKE POT HOLDER WITH KNITTING OR WEAVING.
7. SET UP CLOTHING STORE, HAVE KIDS BRING PIECE OF CLEAN, USED CLOTHING THEY NO LONGER WANT AND SELL AT REASONABLE PRICE.
   A. BRING OUT SECURITY GUARD JOB.
8. HOW LONG IS THE STORE OPEN EACH DAY?
   A. WHY ARE THESE HOURS THE BEST?
   B. HOW DO THE HOURS COMPARE WITH STORES IN ANOTHER PART OF YOUR TOWN OR CITY?
   C. ARE THERE ANY OTHER DIFFERENCES? EXPLAIN THEM.
   D. MAKE A CHART TO SHOW YOUR FINDINGS TO YOUR CLASSMATES.
9. LIST THE EXPENSES THE STORE OWNER WOULD HAVE OTHER THAN PRODUCTS SOLD.
10. LIST DIFFERENT TYPES OF RETAIL STORES.
11. ON MAPS, LOCATE DIFFERENT LOCATIONS OF RETAIL STORES.
12. INTERVIEW A SALES CLERK.
13. MAKE CLOTHESPIN MEN AND WOMEN.
14. HAVE CHILDREN COMPARE AND KEEP TRACK OF THE VALUE OF THE THINGS SOLD IN ONE DAY. IN A WEEK. IN A YEAR.
15. FIND OUT WHAT OTHER OCCUPATIONS ARE INVOLVED IN RETAIL STORES.
16. FIND OUT HOW MUCH OF EACH SALE IS TAX. WHAT IS THE TAX USED FOR?
17. FIND OUT HOW MANY PEOPLE WORK AT STORE.
18. BRING EMPTY CONTAINERS OF DIFFERENT ARTICLES AND HAVE THE CHILDREN PRICE THEM.

19. USING CATALOGS, LET THE CHILDREN GO ON A SHOPPING SPREE.

20. DISCUSS DIFFERENT TYPES OF MATERIALS USED TO MAKE SHOES.

21. VISIT SHOE STORE AND SHOE REPAIR.

22. COMPARE DIFFERENT PRICES OF SHOES AT VARIOUS STORES.

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

RETAIL SALES

I. Books

1. I WANT TO BE A STOREKEEPER
2. LET'S VISIT A CLOTHING FACTORY
3. I WANT TO BE A SALES CLERK
4. TRUE BOOK OF CLOTH
5. FIBERS
6. CAREERS IN A DEPARTMENT STORE

II. Tapes:

CTT 229, Part 4B, Let's Visit Miss Clark at the Department Store
w Study Guide

III. ECO LAB--Store

IV. Field Trips: Local Department Store

V. Material Available from AV Department

Film Loops:

FL 146 Where and How People Work and Live
Clothes from Head to Toe; traces clothes from grower, producer, processor, distributor, consumer

D 40 Department Store Workers

H 37 How Man Has Learned to Make Cloth

TEACHER

SUGGESTED ACTIVITIES
THIRD GRADE

TEACHERS

1. LIST THE SCHOOLS IN YOUR CITY. COMPARE TEACHER ENROLLMENT, STUDENT ENROLLMENT, HOW MANY OTHER WORKERS IN EACH SCHOOL.
2. INTERVIEW A PRINCIPAL, SUPERINTENDENT, OR ASSISTANT SUPERINTENDENT OR ASSISTANT PRINCIPAL.
3. VISIT JUNIOR HIGH AND HIGH SCHOOL AND COMPARE THE DIFFERENT SUBJECTS TEACHERS TEACH.
4. INTERVIEW TEACHER OF A SUBJECT IN WHICH THEY ARE INTERESTED.
5. SPEND A SHORT TIME IN A CLASSROOM OF A SUBJECT AREA OF YOUR CHOICE.
6. EACH STUDENT LIST QUALIFICATIONS THEY THINK A GOOD TEACHER SHOULD HAVE.
7. VISIT THE JUNIOR COLLEGE.
8. DISCUSS SCHOOLING OF TEACHERS.
9. FIND OUT HOW MANY JUNIOR COLLEGES ARE IN THE STATE OF WYOMING.
10. DESIGN FLOOR PLAN OF A SCHOOL.
11. MAKE A MODEL FROM THE DESIGN.
12. INVESTIGATE DUTIES OF TEACHERS.
13. RESEARCH HISTORY OF SCHOOLS AND TEACHER'S DUTIES.
14. HAVE TEACHERS WHO HAVE TAUGHT A NUMBER OF YEARS SPEAK TO CLASS.
15. COMPARE FACILITIES OF RURAL SCHOOLS TO MODERN SCHOOLS.
16. VISIT THE WAPITI OR CLARK SCHOOL.

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

TEACHERS

I. BOOKS

1. THE TRUE BOOK OF SCHOOLS, ELKIN
2. I WANT TO BE A TEACHER, GREENE
3. I KNOW A TEACHER, BUCHHEIMER
4. GOOD MORNING, TEACHER

II. POSTERS (1)

III. LAP 636--SCHOOL JOBS

IV. TAPES

CTT 230 PART 73, WHEN MARY AND JEFF STAYED AFTER SCHOOL
w/TEACHING GUIDE
CTT 237 GETTING TO KNOW YOUR SCHOOL

V. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMSTRIPS:

FSS144 I WANT TO BE....TEACHER
S 120 TEACHER
S 121 CUSTODIAN
S 122 SAFETY PATROL
S 123 PRINCIPAL
S 124 SCHOOL NURSE
S 125 CAFETERIA WORKERS

FSS 140 A CAREER IN EDUCATION (PERHAPS TOO ADV.)

W 61 WORKERS FOR THE PUBLIC WELFARE: EDUCATION & THE TEACHER

BARBERS AND COSMETOLOGISTS

SUGGESTED ACTIVITIES
THIRD GRADE

COSMETOLOGIST

1. PERSONAL GROOMING -- DISCUSS THE IMPORTANCE OF CARE OF THE HAIR AND SKIN. STRESS CLEANLINESS!

2. LANGUAGE DEVELOPMENT VOCABULARY:

BEAUTY	BEAUTICIAN
SHAMPOO	STYLE
HAIR	LICENSE
OPERATOR	APPRENTICE
PERMANENT	COSMETOLOGIST
HAIRDRESSER	MANICURE

3. TEST PH SAMPLE OF SHAMPOO.

4. DRAW PICTURE OF FAVORITE ANIMAL WITH HUMAN HAIR STYLE.

5. KEEP DAILY DIARY ON FOOD INTAKES.

6. HAVE CHILDREN BRING OLD WIGS OR DOLLS WITH HAIR TO COMB.

7. BRING STUDY QUESTION FROM FAMILY FOR FIELD TRIP.

8. TAKE FIELD TRIP TO BEAUTY SHOP.

9. HAVE COSMETOLOGIST COME TO ROOM TO SPEAK ON SKIN CARE.

10. DISCUSS TYPE OF FOOD FOR BETTER SKIN AND NAIL CARE.

11. HAVE CHILDREN GIVE EACH OTHER A MANICURE.

12. DISCUSS HOW HAIR CAN BE AN INDICATION OF POOR HEALTH.

13. STUDY THE MAKE UP OF THE SKIN.

14. MAKE DIAGRAM OF SKIN AND HAVE CHILDREN LABEL PARTS.

15. MAKE DIAGRAM OF HAIR AND HAVE CHILDREN LABEL PARTS.

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

COSMETOLOGIST AND BARBERS

I. BOOKS

1. I WANT TO BE A BEAUTY OPERATOR, FAKER

II. TRG, COSMETOLOGIST, CATTERALL

III. POSTERS (3)

IV. FIELD TRIPS: CHECK WITH LOCAL BARBER SHOPS AND BEAUTY SALONS FOR POSSIBILITY OF MONDAY VISITS OR TOURS.

V. SPEAKERS: LOCAL BARBERS OR ESTHETICIANS

VI. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 119 COSMETOLOGISTS

SUGGESTED ACTIVITIES
THIRD GRADE

FORESTER

1. DIVIDE INTO SMALL GROUPS TO DO RESEARCH. TOPICS SUGGESTED:
   - WHAT ARE THE DUTIES OF A FOREST RANGER?
   - WHAT ARE THE DUTIES OF A PARK RANGER?
   - WHAT OTHER FORESTRY JOBS ARE THERE?
   - CAN A WOMAN BE A FOREST RANGER?
   - WHAT PRODUCTS DO WE GET FROM THE FOREST?
   - FIGHTING A FOREST FIRE.
   - RECREATION AND FORESTRY.

   REPORTS COULD BE GIVEN ORALLY AND TAPED FOR REVIEW OR FOR THOSE WHO WERE ABSENT.

2. CREATIVE WRITING. SUGGESTED TOPICS:
   - A DAY IN A FIRETOWER.
   - THE RANGER AND THE BEAR.
   - A DAY IN THE LIFE OF A RANGER.
   - FIRE IN THE FOREST.

3. LETTER WRITING. WRITE LETTERS ASKING TO BECOME JUNIOR FOREST RANGERS.

4. PLAYLET - "THE BIG THREE" (SEE MATERIALS)

5. CAREFUL WITH FIRE IN THE FOREST - HAZARD HUNT (SEE MATERIALS, M-1) HAVE THE STUDENTS WRITE A COMPLETE SENTENCE FOR EACH CARELESS ACT THEY ARE ABLE TO FIND.

6. FORESTS GIVE US MANY THINGS (SEE MATERIALS, M-2). STUDENTS FILL IN MISSING LETTERS IN PUZZLE. JUNIOR FOREST RANGER QUIZ (SEE MATERIALS, M-3). WHO STARTED THE FIRE? (SEE MATERIALS, M-3) FILL IN THE MISSING LETTERS IN THE POEM.

7. CONSERVATION CROSSWORD PUZZLE (SEE MATERIALS)

8. HOW A TREE GROWS. USE LARGE CHART SERIES (AVAILABLE AT WESTSIDE THIRD GRADE). TOPICS AVAILABLE:

THE BIRTH OF A TREE	HOW TREES MAY HAVE EVOLVED
THE HISTORY OF A TREE	DO YOU KNOW THESE TREES
THE TRUNK OF A TREE	AUTUMN COLOR CHANGES IN TREES

9. CONSERVATION AND ECOLOGY. THERE IS NO END TO THE WORK THAT COULD BE DONE IN THIS AREA. HERE ARE A FEW SUGGESTIONS:

   A. MAKE A CONSERVATION CORNER. THIS "CORNE " CAN BE A PLACE TO EXHIBIT MANY THINGS THAT RELATE TO THE WISE USE OF SOIL, WATER, GRASSLAND, WOODLAND, WILDLIFE, AND MINERA. RESOURCES. MAKE THE PROGRAM A DOING ONE BY EXPERIMENTING WITH SEED GERMINATION AND PLANT GROWTH. LET THE CHILDREN KEEP THE CONSERVATION CORNER AND

RUN IT. GIVE SPECIMENS EASILY READ LABELS, MAKING NEW LABELS OCCASIONALLY TO POINT OUT NEW FACTS OF INTEREST.

B. SET ASIDE A SHELF LABELED "WHAT IS IT?" PUT UNIDENTIFIED FINDS HERE UNTIL SOMEONE IDENTIFIES THEM; ALSO, OBJECTS THAT YOU WANT TO DRAW TO THE STUDENTS' ATTENTION.

C. MAKE A CONSERVATION SCRAPBOOK BY COLLECTING PICTURES FROM NEWSPAPERS, MAGAZINES, AND OTHER SOURCES. RELATE SOIL AND WATER CONSERVATION TO PLANTS, BIRDS, AND ANIMALS.

D. HAVE A BULLETIN BOARD AND KEEP IT INTERESTING AND ATTRACTIVE WITH PICTURES ON ECOLOGY AND CONSERVATION. HAVE A SPECIAL SECTION WHERE STUDENTS CAN REPORT OBSERVATIONS SUCH AS BIRDS, FIRST SPRING FLOWERS, SIGNS OF FALL.

10. VISIT THE LOCAL FOREST SERVICE OFFICE.

11. HAVE A FOREST RANGER TALK TO THE CLASS.

12. VISIT A RANGER STATION.

13. RANGER 'RITHMETIC PAMPHLETS (SEE MATERIALS). 24 ARITHMETIC PROBLEMS DEALING WITH VARIOUS PHASES OF FOREST CONSERVATION.

14. "SMOKEY THE BEAR" (SEE MATERIALS, M-5).

15. MAKE A MURAL SHOWING MULTIPLE USE OF FORESTS. USE A VARIETY OF MATERIALS. MAKE TREES BY COVERING WITH CREPE PAPER BITS. WATER COULD BE BLUE CELLOPHANE. SHOW RECREATION AREAS WITH TENTS, PEOPLE, ETC. DON'T FORGET WILDLIFE! HAVE A LUMBER HARVESTING AREA AND BE SURE TO HAVE SOME FORESTRY WORKERS.

16. MOLD FOREST ANIMALS FROM CERAMIC CLAY, THEN GLAZE AND FIRE IN KILN. THESE COULD BE USED IN EITHER THE CONSERVATION CORNER OR IN SHADOW BOXES.

17. SHADOW BOXES. USE SHOE BOXES PLACED ON ONE SIDE. GLUE GRASS CLIPPINGS ON THE BOTTOM AND USE SMALL TWIGS OR PIECES OF EVERGREEN TREES TO REPRESENT FOREST. CHILDREN CAN BE VERY IMAGINATIVE IN WHAT THEY PLACE IN THEIR "FOREST." THESE CAN BE COVERED WITH SARAN WRAP AND DISPLAYED ON A BULLETIN BOARD.

18. BLOCK PRINTING. USE A ROUGH PIECE OF WOOD, THE ROUGHER THE BETTER. IT WILL BE SUPER IF YOU CAN FIND SOME PIECES WITH KNOTS OR SHOWING TREE RINGS. USING PRINTERS' INK OR TEMPERA, PRESS THE WOOD ON A SHEET OF CONSTRUCTION PAPER IN VARIOUS POSITIONS, FORMING A PATTERN OR DESIGN. RUB THE WOOD WITH A RUBBER ROLLER (BRAYER) OR PRESS THE WOOD INTO THE PAINT POURED ON A SHEET OF PAPER. THERE IS AN EXAMPLE IN MATERIALS, M-5.

19. NATURE ANIMALS. USING NATURE PRODUCTS, FORM ANIMALS. EXAMPLES OF THINGS THAT WORK GREAT: PINECONES, MILKWEED PODS, SEEDS, ACORNS, SMALL TWIGS. USE COLORED PIPE CLEANERS FOR LEGS. START WITH A BASE OF CLAY OR STYROFOAM TO KEEP YOUR SCULPTURE FROM FALLING OVER. WORK FROM THE BOTTOM UP, FASTENING EACH PART THAT IS ADDED WITH GLUE OR GLUE SOAKED BITS OF COTTON. SEE SKETCHES OF EXAMPLES IN MATERIALS, M-6. A FLIP-PICK IS ALSO AVAILABLE.

20. Plant trees. (Find out from forest service where you could obtain trees).

21. Investigate the enemies of the forest.

22. List tree products (refer to book, Tree Products).

23. Make a collection of leaves. Draw tree and press scotch tape sample of leaf next to it.

24. List tools used by lumbermen. (from Tall Timber, p. 25).

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

FORESTER

I. BOOKS

1. FROM TALL TIMBER, GRINGHUIS
2. THE MYSTERIOUS EVERGREEN FOREST, MAY
3. I WANT TO BE A FORESTER, BAKER
4. I KNOW A RANGER, BUCHHEIMER
5. TREE PRODUCTS, ADLER
6. SMOKE JUMPERS AND FIRE DIVERS, SHANNON
7. THANKS TO TREES, WEBBER
8. THE TRUE BOOK OF TREES, PODENDORF
9. FORESTS THAT CHANGE COLOR, MAY
10. OUR FRIEND THE FOREST, LAUBER

II. ECO-LAB--FOREST
TRG FORESTRY AND PEOPLE IN RELATED JOBS, ELINOR CATTERALL
LAP 655 FORESTER

III. POSTERS (2)

IV. MATERIALS FROM U.S. FOREST SERVICE

V. DITTO COPY OF COLORING BOOK

VI. SPEAKERS: PERSONNEL FROM THE U.S. FOREST SERVICE
FIELD TRIPS: NORTHFORK AREA, SUNLIGHT

VII. BOOK IN IMC, FIRE ON BIG LONESOME, MULCAHY-GOOD FOR READ-ALOUD STORY

VIII. MATERIAL AVAILABLE FROM AV DEPARTMENT:

FILM LOOPS:

FL 027 FORESTRY AIDS

FILMSTRIPS:

FSS 153 OCCUPATIONS IN ECOLOGY
1. OCCUPATIONS IN ECOLOGY
2. FORESTRY TECHNICIAN

FSS 162 SRA CAREER EXPLORATION
2. OUTDOOR INTEREST (ADVANCED)

FSS 198 TREES FOR 2001

BUILDING TRADES

SUGGESTED ACTIVITIES
THIRD GRADE

BUILDING TRADES

1. FIELD TRIP TO VIEW A HOUSE BEING BUILT.
2. VISIT THE SAW MILL IN CODY.
3. LIST ALL THE DIFFERENT WORKERS NEEDED TO BUILD A HOUSE. WHICH WORKER WILL BE NEEDED FIRST, NEXT, ETC.
4. LISTEN TO RECORD "GRANDPA WISEMAN TELLS ABOUT BUILDING A LOG CABIN." (SEE MATERIALS) AFTER LISTENING TO THE RECORD, HAVE STUDENTS DISCUSS QUESTIONS ASKED AT THE END.
5. INDIVIDUAL PUPILS CAN LISTEN TO THE TALKING BOOK "LET'S GO LOOK AT HOUSE CONSTRUCTION." (SEE MATERIALS)
6. STUDY EACH WORKER IN THE ORDER THEY WERE LISTED AT BEGINNING OF UNIT. HAVE CHILDREN DO RESEARCH; VIEW THE FILMSTRIPS AND FILM LOOPS.
7. ROLE PLAYING -- EACH STUDENT CAN PLAY THE ROLE OF ONE OF THE WORKERS, TELLING WHAT HIS JOB IS, WHAT HIS DUTIES ARE, WHY HE LIKES HIS JOB, ETC. THEY CAN WEAR APPROPRIATE "HATS" AND CARRY THEIR TOOLS.
8. COMIC BOOK - KING, "POPEYE AND CONSTRUCTION CAREERS."
9. HAVE A RESOURCE PERSON OR PARENT COME TO TALK TO THE CLASS. HAVE THEM BRING PICTURES AND TOOLS OF THEIR TRADE.
10. ADD NEW WORDS TO THE VOCABULARY BY LISTING THESE WORDS ON A BULLETIN BOARD OR CHART.
11. WRITE POEMS ABOUT EACH TYPE OF WORKER.
12. CREATIVE WRITING -- HAVE STUDENTS CHOOSE A TOOL OF THE BUILDING TRADES AND WRITE A STORY ABOUT HOW IT IS USED. THESE WOULD BE MORE INTERESTING WRITTEN IN FIRST PERSON. THEY COULD BE COPIED ON A SHAPE OF THE TOOL AND USED FOR A BULLETIN BOARD DISPLAY.
13. ROLE PLAY - WHAT IT WOULD BE LIKE IF THERE WERE NO HOMES. HOW DID PIONEERS EXIST WITHOUT HOMES? WHAT DID THEY DO?
14. READ STORIES ABOUT HOMES, THEIR PURPOSES, USES, ETC.
15. VIEW FILMSTRIP "HOMES AROUND THE WORLD." MAKE BOOKLETS, ENTITLED "MY HOME."
16. DISCUSS WHY DIFFERENT TYPES OF HOMES ARE NEEDED FOR DIFFERENT FAMILIES.

17. Discuss the role of climate on different types of homes.

18. Ask what makes different homes comfortable and attractive.

19. How can you make your home a more comfortable place to live.

20. Ask the students how they think that people pay for their homes, such as renting, buying, leasing, etc.

21. Compute the cost of a home after obtaining average prices for the cost of each room from a contractor.

22. Based on rent paid or house payment, find out how much one pays for a home in a year just to live in it. Might also bring in lights, gas, water, repairs, telephone, etc.

23. Draw plans for a model house.

24. Examine and measure the size of the model house to be made.

25. Acquaint the students with the metric system by measuring with cardboard rulers made in this system.

26. Build a model home as a class project.

27. Make a poster or bulletin board of different types of homes.

28. Make hats to wear in role-playing.

29. Draw a picture of their home. These could be put in a booklet.

30. Make a bulletin board of different types of workers. For added interest use a variety of materials for clothes.

INVENTORY OF MATERIALS
CAREER BOX

THIRD GRADE

BUILDING TRADES

I. BOOKS

1. LET'S GO TO WATCH A BUILDING GO UP, GOODSPEED
2. THE TRUE BOOK OF HOUSES, CARTER
3. LET'S BUILD A HOUSE, POPE-EMMONS
4. I WANT TO BE AN ARCHITECT, BAKER
5. LET'S VISIT A FURNITURE FACTORY, (TCH. GUIDE IN IMC, YOUR WORLD)
6. WHAT HAPPENS WHEN YOU BUILD A HOUSE, SHAY

II. POSTERS (1)

III. TRG--BUILDING TRADES, ELINOR CATTERALL
TRU--WOOD, JUNE LAMB
TRU--CARPENTER, RIVERTON
LAP--THE WORLD OF CONSTRUCTION (3 COPIES)

IV. KING COMICS--POPEYE AND THE CONSTRUCTION CAREERS
THE LITTLE CARPENTER, STANLEY TOOL COMPANY

V. TAPES
CTT 228-PART 2A, GRANDPA WISEMAN TELLS ABOUT BUILDING A LOG CABIN W/STUDY GUIDE
FIELD TRIP TO SITE OF NEW HOUSE CONSTRUCTION
SPEAKERS: LOCAL CONTRACTORS, CARPENTERS, PLUMBERS, ELECTRICIANS

VI. MATERIAL AVAILABLE FROM AV DEPARTMENT
FILM LOOPS:
FL 115 BRICKLAYER
FL 116 CARPENTER
FL 117 CEMENT MASONS
FL 125 ELECTRICIANS
FL 129 GLAZIERS
FL 139 PAINTERS AND PAPERHANGERS
FL 143 PLUMBERS AND PIPEFITTERS

FILMSTRIPS:
HOW WE GET OUR HOMES:
H-81 PLANNING THE NEW HOME
H-82 BUILDING THE FOUNDATION
H-83 BUILDING THE SHELL
H-84 FINISHING THE HOME

F 29 FINISHING THE HOME
B 18 BUILDING THE FOUNDATION

FSS-109 WHERE AND HOW PEOPLE WORK AND LIVE
(WHERE IN THE WORLD DO YOU LIVE?)
FSS-151 THE NATION'S BUILDERS
#3 THE CARPENTER
#4 THE ELECTRICIAN

FARM PRODUCE

SUGGESTED ACTIVITIES
THIRD GRADE

FOOD FROM FARM TO FAMILY
BAKERY

1. MAKE A CHART ON THE PATH OF BREAD DOUGH THROUGH A BAKERY.
2. INTERVIEW PEOPLE INVOLVED IN WORKING IN THE BAKERY.
3. WRITE INVITATIONS TO PARENTS FOR A CONCLUDING PROGRAM. PROGRAM MAY BE ENTITLED "THE BREAD STORY" WHICH COULD BE PRESENTED IN THREE PARTS ENTITLED "AT THE FARM," "THE MILL," AND "BAKING BREAD."
4. READ POEMS "WE GET READY TO COOK," "WE LEARN TO MEASURE," "SPIC AND SPAN," "OUR SAFETY RULES." (SEE MATERIALS).
5. MAKE ORAL REPORTS. (CHECK ABOUT WHEAT MILL GRINDER-MRS. MORSE, MRS. ORLIN TERRIL, MARY COTTRELL ANDERSON--BRYAN.)
6. WRITE REPORTS FOR THE NEWSPAPER.
7. DISCUSS GOOD MANNERS WHEN ENTERTAINING GUESTS (FOR PROGRAM).
8. FIELD TRIP TO THE BAKERY.
9. TRACE THE STORY OF BREAD FROM PLANTING, CULTIVATING, AND HARVESTING WHEAT TO THE BAKED LOAF OF BREAD; COULD SET UP SCENE FOR MURAL.
10. DISCUSS INGREDIENTS FOR MAKING BREAD; CAN DISCUSS WHERE EACH IS OBTAINED.
11. COLOR OUTLINED MAP TO SHOW WHEAT GROWING AREAS IN THE U.S.
12. CONSTRUCT SIMPLE BAKERY.
13. MAKE LARGE WHITE CHEF'S HAT IN WHICH TO BAKE BREAD. CUT CIRCLES AS LARGE AS POSSIBLE FROM WHITE CREPE PAPER. USE A DARNING NEEDLE AND HEAVY COTTON THREAD. SEW AROUND THE CIRCUMFERENCE OF THE CIRCLE. PULL THE TWO ENDS OF THE THREAD. THE CIRCLE WAS PULLED INTO CAP SHAPE. STAPLE THIS TO A STRIP OF HEAVY WHITE PAPER ABOUT THREE INCHES WIDE AND LONG ENOUGH TO GO AROUND THE CHILD'S HEAD.
14. MAKE PASTRIES OF ALL KINDS WITH MODELING CLAY.
15. DEMONSTRATE FERMENTATION WITH YEAST--USE A CAKE OF YEAST, ONE HALF CUP WARM WATER, ONE TEASPOON SUGAR. DIVIDE INTO THREE GLASSES (MEASURING CUPS). PLACE ONE CUP IN A BOWL OF ICE WATER. PLACE ONE CUP IN A CONTAINER OF WARM WATER--85 DEGREES. PLACE ONE CUP IN A CONTAINER OF BOILING WATER. NOTE AND COMPARE THE REACTIONS IN THE THREE CUPS.

INVENTORY OF MATERIALS
CAREER BOX
THIRD GRADE

FOODS FROM FARM TO FAMILY

I. BOOKS

1. I KNOW A GROCER, HENRIOD
2. I WANT TO BE A BAKER, GREENE
3. AT THE BAKERY, COLONIUS
4. LET'S GO TO A BAKERY, BUCHHEIMER
5. I KNOW A BAKER, IRITANI
6. LET'S VISIT A BAKERY, POPE-EMMONS (TCH. GUIDE IN IMC)
7. ABOUT TRUCK FARMING, JOHNSON
8. THE GOOD ENOUGH POULTRY FARM, JOHNSON

II. POSTERS (6)

III. TRG THE BAKERY, SANDY BASSETT

IV. TAPES

CTT 237 GETTING TO KNOW YOUR SUPERMARKET
CTT 233 GETTING TO KNOW THE BAKERY

V. FIELD TRIP TO GROCERY STORE, AREA FARMS

VI. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMSTRIPS:

FSS 157 PEOPLE WHO ORGANIZE FACT (PART 2, BAKERY FOREWOMAN)
FSS 166 WHO HELPS US....PART 1, BAKERY
H 78 THE STORY OF BREAD
H 79 THE STORY OF FRUITS AND VEGETABLES
H 77 THE STORY OF MILK (PROBABLY USED IN 2ND GRADE FOR DAIRY UNIT)
H 80 THE STORY OF MEAT
C 85 THE GROCER
FSS 139 EDUCATION FOR OCCUPATIONS
#2 WORKING IN A SUPERMARKET